



# University of Chester



**This work has been submitted to ChesterRep – the University of Chester's  
online research repository**

**<http://chesterrep.openrepository.com>**

Author(s): Kumar Rakeshi Kavididevi

Title: Marketing of UK universities overseas: An evaluation study of Chester  
University, University of Huddersfield and Staffordshire University

Date: November 2009

Originally published as: University of Chester MBA dissertation

Example citation: Kavididevi, K. R. (2009). *Marketing of UK universities overseas:  
An evaluation study of Chester University, University of Huddersfield and  
Staffordshire University*. (Unpublished master's thesis). University of Chester, United  
Kingdom.

Version of item: Submitted version

Available at: <http://hdl.handle.net/10034/99960>

**MARKETING OF UK UNIVERSITIES OVERSEAS:**

**A CASE STUDY OF CHESTER UNIVERSITY,  
UNIVERSITY OF HUDDERSFIELD AND  
STAFFORDSHIRE UNIVERSITY**

**RAKESH KUMAR KAVIDIDEVI**

*A dissertation submitted in partial fulfilment of the  
requirements of the University of Chester for the degree  
of Master of Business Administration*

**CHESTER BUSINESS SCHOOL**

**NOVEMBER 2009**

## **Acknowledgements**

This MBA study is dedicated to my heavenly parents Narahari, Anuradha and my girl friend Kalyani without her I wouldn't have got this opportunity to do this MBA.

I would like to thank Paul Webb for his invaluable guidance, advice and support. My thanks are also extended to the international and marketing officers of Chester University, University of Huddersfeild & Staffordshire University for their time they spared for me and providing me with primary data, which was necessary to complete this research work.

## **Declaration**

I K.Rakesh Kumar, affirm that this dissertation entitled:

“Marketing of UK Universities Overseas”

This work is original and has not been submitted previously for any academic purpose.

All primary and secondary sources are acknowledged.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## **Abstract**

The study focuses its attention on the various marketing and international marketing strategies used by UK Universities to determine the elements that can be considered by UK Universities in future while designing their marketing and international marketing strategies.

Qualitative research methods have been adopted and the case studies of Chester University, University of Huddersfield and Staffordshire University have been considered to gain understanding of the perceptions of the universities' officials. The themes emerging from the case study of the Universities & from the views of officials are used to derive a model using questionnaires and semi structure interviews as the research instruments. The research aim and question that is to be explained in the study is:

*How UK Universities are Marketing Overseas.*

The study illustrates the investigation and the data analysis. The study also tests the data against the relevant theory and discusses the findings and finally gives the possible recommendations. These recommendations can be used to further develop the marketing mix model for UK Universities or other similar models & these models can be used in future by UK Universities to plan their marketing and international marketing strategies.

## Table of Contents

Acknowledgement.....	i
Abstract.....	iii
Table of Contents .....	iv
List of Tables.....	viii
List of Figures.....	viii
Chapter 1 .....	viii
1. Introduction:.....	1
1.1. Structure of UK higher education: .....	1
1.2. Background of Research: .....	1
1.3. Research Question: .....	4
1.4. Rationale: .....	5
1.5. Methodology: .....	5
1.6. Outline of Chapters: .....	6
1.7. Definitions: .....	7
1.8. Summary: .....	7
Chapter 2.....	8
2.1. Introduction:.....	8
2.2. Marketing Definition: .....	9
2.2.1. Importance of Marketing: .....	10
2.2.2. Practical Aspects of Marketing: .....	11
2.3. Marketing Mix: .....	12
2.4. Concepts used for research: .....	14
2.4.1 Marketing on the Internet: .....	17

2.5. Marketing of UK education: .....	19
2.5.1. The importance of marketing HE internationally: .....	19
2.6. International Marketing: .....	20
2.6.1 Critical success strategies for marketing international education: .....	21
2.6.2. Managerial theory of international marketing: .....	22
2.6.3. The Research Model: .....	23
2.7. Conceptual Model: .....	25
2.8. Summary: .....	29
Chapter 3 .....	30
3.1. Introduction: .....	30
3.2. Methodology: .....	30
3.2.1. Research Paradigm: .....	30
3.2.2. Research Paradigm: .....	31
3.3. Case Study as a Research Tool: .....	34
3.3.1. Advantages of Case Study: .....	34
3.3.2. Strength and Weaknesses of Case Study .....	35
3.3.3. Case study of University of Chester: .....	36
3.3.4. Case study of University of Huddersfield: .....	37
3.3.3. Case study of Staffordshire University: .....	38
3.4. Choice of Research Methods: .....	39
3.4.1. Questionnaires: .....	39
3.4.2. Effective questionnaire: .....	40
3.4.3. Disadvantages of Questionnaires: .....	40
3.4.4. Questionnaires developed for data collection: .....	40
3.5. Research strategy: .....	41

3.6. Data and Data Collection Methods: .....	41
3.6.1 Primary and secondary data .....	41
3.6.2. Data Collection Methods: .....	42
3.7. Semi Structured Interviews: .....	42
3.7.1 Limitations of Semi Structured Interviews: .....	43
3.8. Administration of Procedures: .....	43
3.9. Limitations of the Methodology: .....	44
3.10. Summary: .....	44
Chapter 4 .....	45
4.1. Introduction: .....	45
4.2 Application of Methodology: .....	45
4.3 Findings: .....	45
4.4. Questionnaire Analysis: .....	47
4.5. Summary: .....	55
Chapter 5 .....	56
5.1. Introduction: .....	56
5.2. Evaluation of Adopted Methodology: .....	56
5.3. Conclusion about the Research Objective: .....	57
5.3.1. The research objective was to analyse various marketing concepts and their application to education: .....	57
5.3.2. Examine the marketing factors of UK universities: .....	57
5.3.3. Study the international marketing strategies adopted by UK institutions/organizations: .....	58
5.4. Conclusion about the Research Question: .....	58
5.5. Limitations of the Research: .....	59
5.6. Opportunities for further Research: .....	60



6.1. Recommendations:.....	61
6.2. International Model of Marketing Strategies:.....	62
6.3. Summary:.....	63
Bibliography: .....	64
Appendix:.....	72

**List of Tables:**

Table 1 – Stats of International Students in EU.....	8
Table 2 - Stats of International Students in non-EU .....	9
Table 3 – Alternative Paradigms for Research in Organisations.....	33

**List of Figures:**

Figure 1 – Marketing Mix .....	14
Figure 2 - The Universities 7P Marketing Mix .....	17
Figure 3- International marketing system .....	23
Figure 4 – Conceptual Model .....	28

## **Chapter 1**

### **1. Introduction:**

The main objective of the research is - how UK universities market Higher Education overseas. This chapter starts with brief introduction to current UK education system and then continues with the discussion of importance of marketing and internationalization. Further, the chapter addresses the background of the research, the major ideas which the whole research revolves around, the justifications for the ideas and the methodologies that are going to be used. A brief introduction to terminology is also given. As the part of the conclusion, the research presents various findings of the researcher and his views on effective marketing measures that can be adopted by the universities. A brief overview of all the chapters which are further going to be discussed is then presented.

### **1.1. Structure of UK higher education:**

One of the major aspects of UK universities and other higher UK educational institutions, is they are unlike other European or United States' universities. Formally, they are private institutions established as charities serving for public benefit. The earliest foundations, at Oxford and Cambridge, both dating from the middle ages, were joined later by a number of Scottish universities. In the first half of the nineteenth century, they were joined by the University of Durham and by colleges of what later became the University of London. In the second half of the nineteenth century universities were founded in the other major cities of UK. Some initially offered degrees of University of London but later became independent institutions. (Weber & Bergan, 2006)

### **1.2. Background of Research:**

Higher education in UK has undergone rapid changes over the past two decades (Fry, Ketteridge & Marshall, 2009). The number of students, who were delivered overseas UK degrees has rocketed ([www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk)). The number of students studying overseas increased from 1.4 million in 1990s to 2.5 million in 2004 (Mazzarol, 2008). There were 2.6

million [1.0 million part-time] students for higher education in the academic year 2006/07 compared to 1.1 million in 1990/91 ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)). On the whole, [HESA] it was revealed that among all the Students in Higher Education Institutions in the year 2007/08 197,000 students were overseas students seeking UK HE. ([www.hesa.ac.uk](http://www.hesa.ac.uk)). Even though there is a huge increase in the number of international students, UK is not outstanding in the international market. It has very tough competition from other countries like US, China and Australia. According to "Pat Killingley, the British Council's director of higher education, UK is challenging US who is the global leader in the market, for attracting international students towards higher education."([www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk)).

Overseas students are one of the assets to the UK universities. Overseas students pay higher rates to be at the university. Since who could afford such universities are mostly from wealthy backgrounds, things like debt are not of great concern. They contribute around 10bn GBP each year towards UK economy ([www.studento.com](http://www.studento.com)). The main reasons behind the increase in number of international students to UK are government policies, internationalisation of education and marketing of education.

### **Government policies:**

The first Prime Minister's Initiative [PMI] was launched in the year 1999 by Prime Minister Tony Blair. Its main aim was to increase the number of international students perceiving education at UK, in recognition of their importance in fostering international relations and bringing long-term political and economic benefits to UK. The main elements involved investment in UK education marketing campaign managed by the British Council, streamlining entry procedures and work rules for the students along with increasing the number of student scholarships. The targets were set to attract an additional 50,000 international students towards higher education and an additional 25,000 international students to further education by 2004 / 2005. Finally, the student recruitment targets were met and that's how PMI was success. ([www.britishcouncil.org](http://www.britishcouncil.org)).

On success of PMI-1, PMI-2 was launched. PMI2 Programme Board comprised of representatives from the Government, the British Council and the UK education sector ([www.britishcouncil.org](http://www.britishcouncil.org)). The second PMI for International education was a five year strategy which was launched in April 2006. The main aim was to secure UK's position as a leader in International education along with sustaining its growth in it delivered nationally and internationally. Specifically, the targets of PMI-2 for 2011 are to:

- Attract an additional 70,000 international students to UK Higher Education, and an additional 30,000 international students to UK Further Education.
- Achieve demonstrable improvements to student satisfaction ratings in the UK.
- Achieve significant growth in the number of partnerships between the UK and other countries.
- Double the number of countries sending more than 10,000 students per annum to the UK.

([www.britishcouncil.org](http://www.britishcouncil.org))

### **Internationalisation of Education:**

According to Hans "Internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution." ([www.ipv.pt](http://www.ipv.pt)). Diana Warwick, chief executive of umbrella organisation Universities UK, said: "It is a mark of the quality of our system that we attract international students. It is a privilege and a responsibility that we take seriously for the UK to be able to educate people from overseas. We hope many will be 'friends of the UK' in the future". "Indeed, the UK is not alone in recognising the great benefit the international market can offer and many countries including Germany, France, Singapore and China are all investing in strategies to attract and retain international students – China has over 100,000 international students already." ([www.guardian.co.uk](http://www.guardian.co.uk)). America has long reigned supreme as the most popular destination for international students. But its dominance over second-placed Britain may be based on less solid foundations than previously thought. A fresh look at the official data by the British Council

suggests that the UK may have almost 125,000 more international students than the records traditionally show - giving the UK well over half a million overseas students and putting Britain much closer to America's figure of 623,800.

([www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk))

### **Marketing of Education:**

"NO MATTER WHAT IT IS CALLED, WHO DOES IT or where in the institution it is being done, universities are engaging in marketing activity." This message was shocking to academic institutions when marketing professor, Richard Krachenberg delivered it in a 1972 Journal of Higher Education ([www.goliath.ecnext.com](http://www.goliath.ecnext.com)). Marketing forces play an increasingly important role in higher education and most universities now find themselves in a highly competitive environment. ([www.highereducationpromotion.eu](http://www.highereducationpromotion.eu)). Universities have been warned that the market for international students will become even more competitive, despite the weak pound making the cost of UK degrees more attractive. ([www.guardian.co.uk](http://www.guardian.co.uk)).

### **1.3. Research Question:**

This research examines to answer the question 'Marketing of UK Universities Overseas'. To be more specific it tries to analyse various marketing strategies followed by UK universities in marketing higher education overseas. To examine it the research follows a series of steps.

### **Research Objective:**

- Analyse various marketing concepts and their application to education
- Examine the marketing factors of UK universities.
- Study the international marketing strategies adopted by UK institutions/organizations.

#### **1.4. Rationale:**

Many have contributed towards research on Marketing. But step towards research on Universities Marketing strategies have been taken by a few people. The number is even smaller when looked at the number of people who researched on overseas marketing strategies of Universities. If the researcher is international student, it brings a new perspective to the research and new ideas too. The person would have his own personal observation and experience. The observation would be supported by reports from organizations such as the British Council, HESA and magazines. A report from the UK Council for Graduate Education (UKCGE) states 'UK universities saw a 48 per cent increase in incoming international students between 2000 and 2006' ([www.ukcge.ac.uk](http://www.ukcge.ac.uk)). In 2007/08, 229,640 students were from outside the European Union, compared with 117,290 in 1998/99. (<http://news.bbc.co.uk>).

#### **1.5. Methodology:**

For the investigation a qualitative approach has been chosen. Literature review related to marketing is the first step towards the research to adopt/choose a methodology. The review was very useful in analysing the marketing strategies. To proceed further, a questionnaire was developed based on the marketing tools. A case study was developed to analyse the marketing plans and strategies of the universities. Based on the prepared questionnaire, interviews were conducted with different people and it was sent to many other people of various universities for answers and their opinion. Based on the analysis of the literature and the case study interpretive paradigm was chosen.

To investigate the research qualitative approach was chosen by the researcher. To adopt a methodology which suits the research the researcher as first reviewed the literature review which is related to marketing, which was very useful in analysing the marketing strategies. To further proceed in the research; based on the marketing tools a questionnaire was developed. A case study approach has been selected by the researcher to analyse the marketing strategies and planning of the universities. To find the answers to questionnaire interviews were conducted with different people and it was sent to other people to answer it. Based on the analysis of the literature and the case study interpretive paradigm was chosen by the researcher.

## **1.6. Outline of Chapters:**

**Chapter 1:** This chapter gives the general information about the topic. That is the back ground of the topic chosen; the importance of UK education, competitors to UK in education and what factors are affecting UK education are discussed. Further a clear research question is given and the justification of the topic is explained. Finally what methodology is going to be used by the researcher is discussed in this chapter. Further conclusions, analysis and methods are discussed in detail in next chapters.

**Chapter 2:** This chapter is Literature Review. It discusses the work already done by different people. This data is the motivating factor behind the whole research work. This chapter focuses on the various models and theory related to marketing and international marketing explained by different authors. Further different ways of marketing and their success strategies are presented. Finally a conceptual model is built based on them.

**Chapter 3:** This chapter discusses the methodology used for the research. The chapter discusses about the research tools used for analysis and the methods used for collecting the data. The methodology used is quantitative approach and interpretive paradigm. Case study approach is taken to answer the research question.

**Chapter 4:** In this chapter firstly the findings from the primary and the secondary sources are analyzed based on the answers of the questionnaire. To answer the questionnaire semi- structured interviews were conducted with three respondents and email responses from two other respondents. The analysis provides a well-judged path to the research study which leads to conclusion.

**Chapter 5:** This chapter discusses about the analysis of the findings, gives conclusions. The conclusions are related to literature review are observed. Further limitations of the research and recommendations are briefed out.



### **1.7. Definitions:**

The terms which are used in the research study are as follows:

**British Council:** UK's international organisation for educational promotions and cultural relations. This body runs programmes in the arts, science, sport, governance and English language. (British Council)

**Higher education Statistics Agency (HESA):** HESA is a official agency for the collection, analysis and dissemination of quantitative information about higher education. HESA promotes and enhances the ability of government and its agencies to determine higher education policy and allocate funding. (HESA)

**UKCOSA:** UK Council for International Student Affair (UKCISA). UKCOSA is UK's national advisory body which serves the interests of international students and people working with them. UKCOSA encourages and assists international student mobility, to and from the UK, to support the students develop a global experience to serve human development. (UKCOSA)

**Higher Education (HE):** Higher education is provided by the universities and higher education institutions. (Higher Education Research)

### **1.8. Summary:**

In the chapter, the structure of UK higher education was discussed followed by the background of the research topic. The research question posed and the justification for selecting that topic has been given. The methodology used by the researcher comes next; all of this work has been followed by a brief outline of all the chapters covered during research work and concluded by the brief explanation of the terminology used.

## Chapter 2

### 2.1. Introduction:

Today, one of the world's best quality assurance systems is UK higher education system ([www.universitiesuk.ac.uk](http://www.universitiesuk.ac.uk)). One in five degrees is awarded by British universities to overseas students for the year 2008. ([www.guardian.co.uk](http://www.guardian.co.uk)). There were 342,790 international students in UK in the year 2007-08 compared to 325,985 in 2006-07- an increase of 4.8 per cent. Chinese students made up to 13 per cent of the numbers and 8 per cent were from India. ([www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk)). More than 25 per cent of immigrants of Britain are students, compared with 20 per cent five years ago. ([www.highbeam.com](http://www.highbeam.com))

651,060 students obtained Higher Education [HE] from UK institutions in 2006/07 while it was 640,850 students in 2005/06 ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)). The numbers and percentages of international students in England, Scotland, Wales and Northern Ireland for the year 2007/08 are tabulated below

Country	Total international students	% of student population who are international
England	284,260	15%
Scotland	33,895	16%
Wales	18,615	15%
Northern Ireland	5,030	10%
UK	341,795	15%

**Table 1 – Stats of International Students in EU**

([www.ukcosa.org.uk](http://www.ukcosa.org.uk))

The figures for the non-EU countries for the years 2007/08 and 2006/07 are given below:

Top 10 non-EU senders	2007/08	2006/07*
China (PRC)	45,355	49,595
India	25,905	23,835
United States of America	13,905	15,955
Nigeria	11,785	11,135
Malaysia	11,730	11,810
Hong Kong (Special Administrative Region)	9,700	9,640
Pakistan	9,305	9,305
Taiwan	5,615	6,795
Canada	5,005	5,010
Japan	4,465	5,705

**Table 2 - Stats of International Students in non-EU**

([www.ukcosa.org.uk](http://www.ukcosa.org.uk))

From the above figures, it can be clearly said that there is a steady growth in the number of students, who are seeking for Higher education in UK. UK stands second to USA for its best education system. ([www.pieronline.org](http://www.pieronline.org)).

## **2.2. Marketing Definition:**

*Marketing is an organisational, functional set of processes for creating, communicating and delivering value to customers and for managing customer relationships in ways that benefit the organisation and its stakeholders. (Ries & Trout, 2005)*

Marketing is the process of planning and executing the conception, pricing, promotion, and distribution of goods, ideas, and services to create exchanges that satisfy individual and organizational goals. ([www.findarticles.com](http://www.findarticles.com))

Marketing is the management function which organises and directs all those business activities involved in accessing customer needs and converting customer purchasing power into effective demand for a specific product or service, and in moving that product or service to the final consumer or user so as to achieve the profit target or other objective set by the company or other organisation.

This definition has three important implications. Firstly, it can be seen as management function within the company. Secondly, it underlies, and provides the framework for all the activities which a business undertakes. Finally, and herein lies the whole philosophy of marketing, it places the emphasis on customers' needs as the starting-point for the business's operation. (Holloway, 2004)

### **2.2.1. Importance of Marketing:**

Marketing is the management process which identifies, anticipates, and supplies customer requirements efficiently and profitably. (Blythe, 2005) Modern businesses compete in complex global marketplaces. Competition has never been so fierce. Well organised high quality, low cost competitors are emerging daily. We can no longer rely upon our belief that traditional product services and technological superiorities are sufficient to retain and grow our businesses, in this environment. In a competitive market environment, building and maintaining a market requires investment in marketing and promotion. (Inglis, Ling & Joosten, 1999)

If marketing is the engine that drives the organisation, then marketing research is the process that keeps the engine tuned. ([www.casro.org](http://www.casro.org))

### 2.2.2. Practical Aspects of Marketing:

- 1) **Segmentation:** “Segmentation is the sub- dividing of a market into homogeneous sub-sets of customers, where any sub-set may conceivably be selected as a market target to be reached with a distinct marketing mix”. (Kotler, 2003)

There are six basic elements that dictate overall marketing success. These key elements are often referred to as the marketing mix. They are price, product, place, promotion, people and positioning. (Taylor & Archer, 2005)

There are number of different possible bases for segmenting the market. (Rob Davidson and Tony Rogers, 2007)

By geographical Zones- Geographical segmentation enables the person to make best use of drive time

By price sensitivity- for example, given the ability of most UK university venues to offer genuinely competitive rates, they generally target market segments seeking value-for money, such as youth groups or educational or religious sectors.

By purpose of visit- The island of Mauritius, for example, with its image of luxury and exclusivity, targets primarily the incentive travel and incentivized meetings market.

- 2) **Target:** The process of selecting a segment to aim for is called Targeting.(Blythe, 2005)
  - Corporate buyers.
  - Government and public sector buyers.
  - Specific age group buyers.
- 3) **Positioning:** Positioning is defined as ‘The place a product occupies in a given market, as perceived by the relevant group of customers’. (Blythe, 2005)
  - Positioning by product benefits - This will show how product/service will produce benefit for buyer(s).
  - Positioning by price and quality.
  - Position by product class.
  - Positioning relative to a competitor.

### **2.3. Marketing Mix:**

The marketing mix is one of the most widely accepted concepts in the discipline of marketing. (Brown, 1991) The marketing mix, or the marketing strategy, is the combination of stages or elements necessary to the planning and execution of the total marketing operation. (Yadin & Jefkin, 2000)

Traditionally, the marketing mix has included four broad categories of variables known as the 4 P's: product, price, place and promotion

#### **Product:**

Product is what a venue or destination offers for sale in order to satisfy customer needs. This will include all of the tangible elements as well as the intangibles. (Davidson & Rogers, 2006)

#### **Place:**

It is generally taken to describe those distribution channels the venture or the destination uses to make its product available and accessible to prospective customers. These might include trade shows as well as websites through which planners can access information. (Davidson & Rogers, 2006)

#### **Price:**

It is the amount charged for services provided- and is therefore a more important consideration for venues than for CVB's, for example, who are less likely to charge clients a direct fee. (Davidson & Roger, 2006)

#### **Promotion:**

Personal selling is typically categorised as one of the firm's promotional strategy. Promotion in turn, is only one of the seven main sets of strategies, variables, or building blocks of marketing. (Kalb, 1990)

Attempts have been made to enhance this quartet by the addition of three or four extra Ps. For example, Holloway (2004) suggests adding People as well as Physical evidence. (Davidson & Rogers, 2006)

**People:**

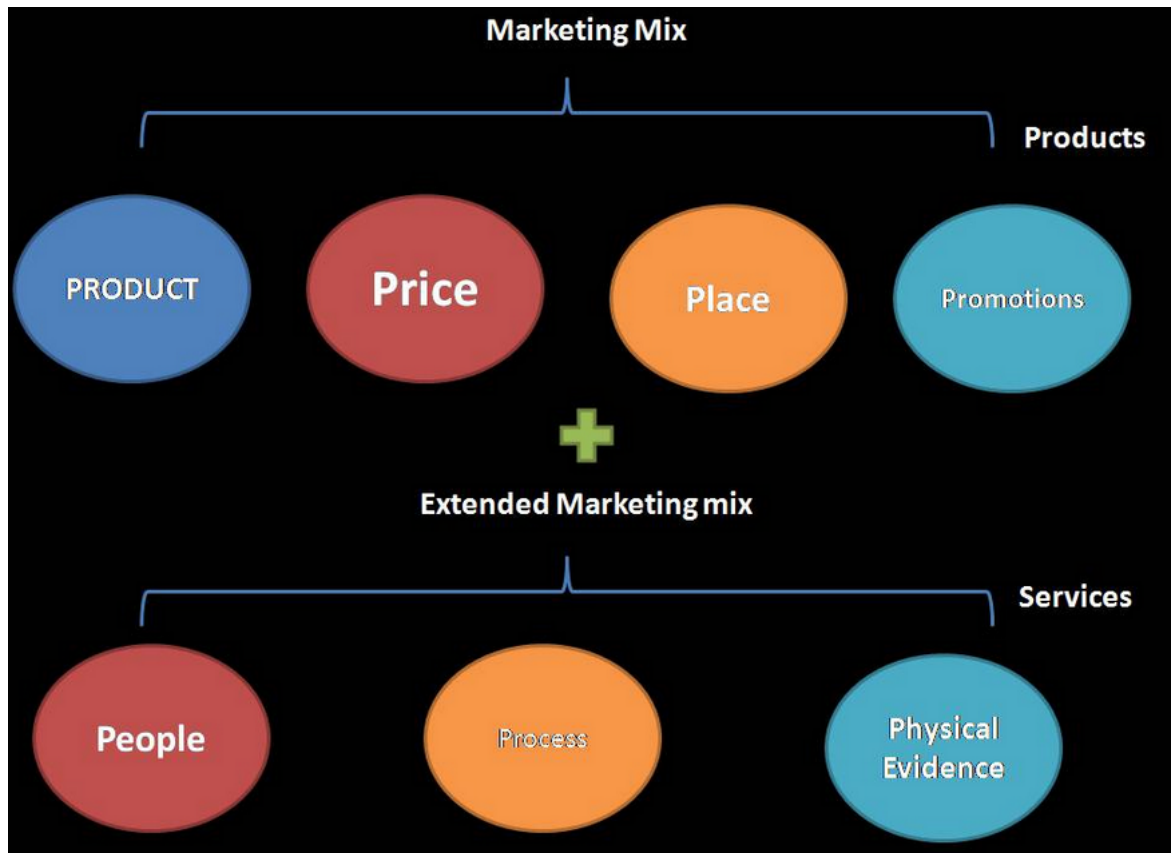
People have a significant role to play in the service marketing. People are internal marketing aspects who act as contact personnel with the customers. (Srinivasan, 2004)

**Physical Evidence:**

Physical evidence is quite important for those who maintain premises from which a service is sold or delivered. Some factors included are the atmosphere, ambience, image and design of premises. Examples of physical evidence; physical evidence will relate to the hotel in which a person stays, a stadium in which a spectator watches a match etc. (Pettitt, 2006)

**Process:**

Process is the part of the service which is delivered to the customer. Various issues are considered in process management from process planning and control, operation planning, facility design, quality control to forecasting and long term planning. These issues make the process of service a complex one. (Srinivasan, 2004)



**Figure 1 – Marketing Mix**

([www.marketing91.in](http://www.marketing91.in))

#### **2.4. Concepts used for research:**

Applying marketing mix concepts to the university marketing:

The marketing mix

The marketing mix is a practical marketing tool that an organization uses to produce the response it wants from its target market. It consists of everything that the institution can do to boost the demand for the services that it offers. Tangible products have usually used 4Ps, the services sector uses a 7P approach in order to complete the needs of the service provider's.

They are product, price, place, promotion, people, physical facilities and processes. (Blythe, 2005).



Product is what is being sold. In the case of a university, what is being sold? Some argue that students enrolling for courses are the raw materials of education and that the graduates are the products, with employers being the customers. While there is merit in this argument, employers seldom pay universities for their graduates, it is far more common to have students pay universities for the services that they receive and ultimately the degrees that they are awarded. For this reason, students will be seen as the customers and the degrees as the product. (www.emeraldinsight.com)

The price element of the services marketing mix is what is being charged for the degree that is required to register at the institution. The pricing element affects the revenues that a university gets from its registrations', and also the student perceptions of the fineness. Most institutions charging tuition fees for courses, tuition fees can have an impact on student's decision to register for courses. Therefore, the pricing element is a crucial part in marketing of the universities. (www.pmms.ie)

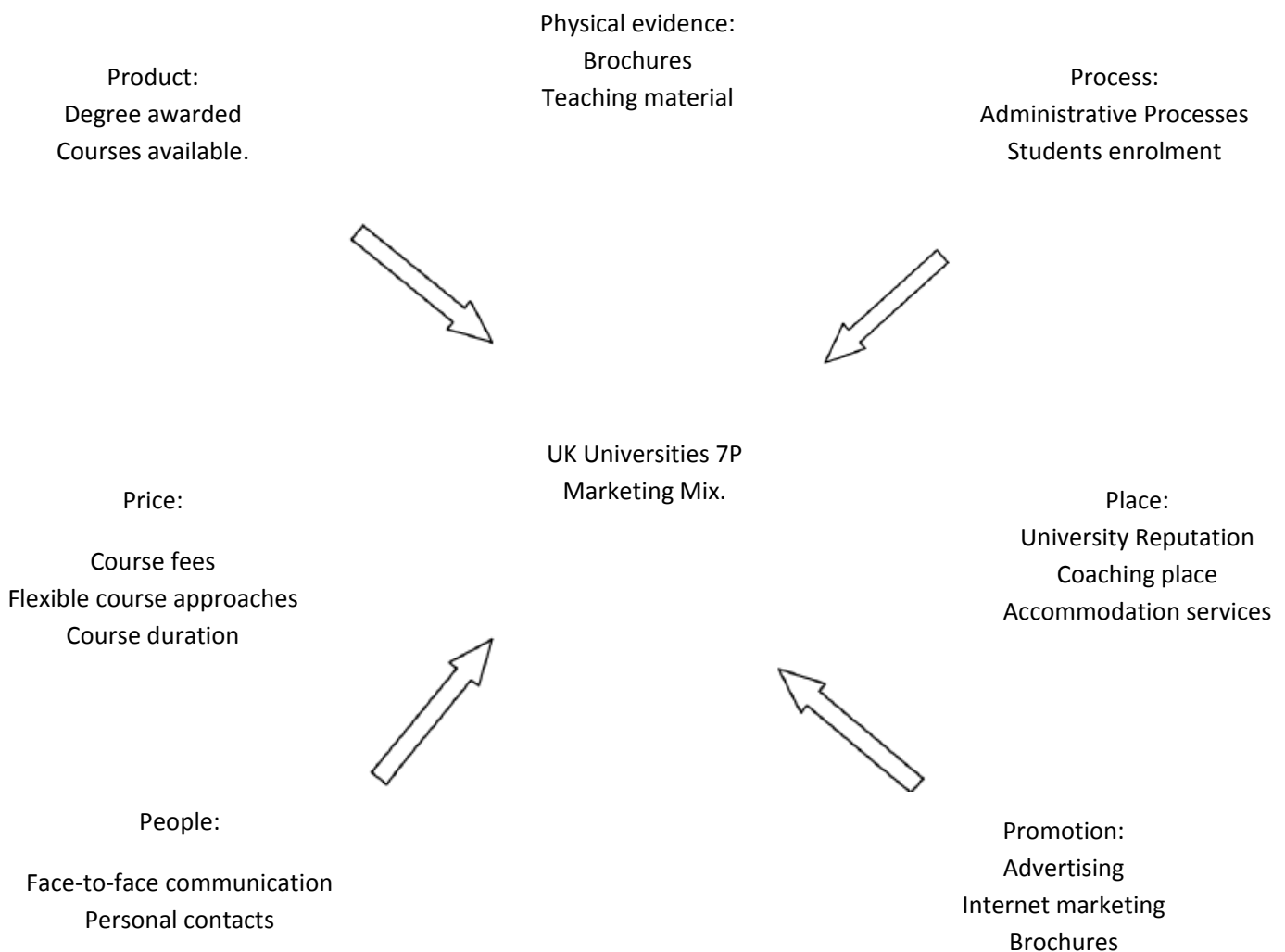
Place is the circulation method that the institution adopts to provide the coaching to its market in a manner that meets, if not exceed, student expectations. The growth of substitute modes of coaching have grown drastically; no longer are students restricted to the classroom and their lecturer to get the data they need to meet the essentials of the course. Access to lecture and support resources are growing becoming available through virtual learning media, like Blackboard and Moodle. (www.emeraldinsight.com)

Promotion includes all the tools that institutions can use to provide the market with data on its offerings: advertising, publicity, public relations and promotional efforts. When one thinks the wide range of publics with which an institution needs to interact, the use of just the prospectus or the institution's website is not likely to be successful. Other elements are used for different publicity purpose. Indeed some publicity, like prospective students, is so vital that a number of promotional tools will be targeted at them for selection purposes. Open days, international education exhibitions, direct mail and advertising are but a few of the tools the institutions employ to inform and convince prospective students to select their institution. (www.tutor2u.net)

The people element of the 7 Ps of marketing mix includes all the staff of the institution who interact with forthcoming students and indeed once they are registered as students of the university. These could be academic, administrative and support staff. The role of the image and status of academic staff in recruitment of undergraduate students is open for debate; however at a graduate level student perceptions of teaching staff reputations can play an important role in the choice process (Ivy, 2001). Students, for example, may be attracted by the number of academic staff who is PhD holders, Professorial title, others by academics' public profiles. Lin (1999) argues that "there is no more important element than selecting people for positions at a college or university". The simple process of how a telephone enquiry is handled may have a greater impact on whether or not a prospective student is going to consider that university in their range of options than an eminent Professor's publications or research record. ([www.emerald.com](http://www.emerald.com))

Physical evidence is the material part of a service offering and is the tangible component. Strictly speaking there are no physical attributes to a service, so a consumer tends to rely on material cues. A variety of tangible aspects are evaluated by an institution's target markets, ranging from the brochures, teaching materials, to the look of the buildings and lecture facilities at the institution. ([www.marketingteacher.com](http://www.marketingteacher.com))

Process is another element of the extended marketing mix, or 7P's. There are a number of perceptions of the concept of process within the business and marketing literature. While processes are all the administrative and bureaucratic functions of the institution: from the handling of enquiries to enrolment, from course assessment to exams, from result distribution to graduation. Not like tangible products that a customer purchases, university education requires payment before to "consumption", an ownership replacement does not take place and a long and closer relationship often results. Students attend lectures based on their course duration. During the tenure that the student is enrolled, processes need to be set in action to make sure that the student enrolls for the correct course, has marks/grades correctly calculated and entered against the student's details and is awarded the correct degree. ([www.marketing-insights.co.uk](http://www.marketing-insights.co.uk)) ([www.emerald.com](http://www.emerald.com))



**Figure 2 - The Universities 7P Marketing Mix**

#### **2.4.1 Marketing on the Internet:**

*There is no better advertisement than a satisfied customer and nothing worse than dissatisfied one.* (Kotler, Armstrong, Wong, Saunders, 2008)

Technology is affecting virtually every business. People go on the World Wide Web for a variety of reasons; to conduct research, communicate via electronic mail, seek out education and training

sites, and make purchases .Many companies are rushing to develop web sites and to put their brochures and catalogues online so customers can browse, select products, ask questions, and place orders through their home or office computers. This technology has opened up many new marketing opportunities for businesses. (Pinson & Jinnett, 2006 )

Taking a cue of the popularity of the internet, many industries, institutions, companies, banks, financial organizations etc have started to take the services of the internet in order to expand their products, services and popularity amongst the consumers and general public as a whole. Even the Universities, Schools and Colleges have started to use the internet marketing trends for the success of their institutions. The main reason for this is:

- Parents and guardians have started to judge a school or college based on its website and its online presence.
- Most students have also begun to judge a school or college through its online presence.
- The internet is being seen as the most favoured channel for applying and making admission queries.
- Expatriates and outstation students have begun to rely heavily on the web for college admissions.
- Parents and students now prefer the web as the most convenient means for carrying out admission processes.

([www.articlesbase.com](http://www.articlesbase.com))

Most colleges are making effective Online Marketing Strategies by carrying out research of the market, preparation of analysis report, planning a strategy and monitoring their performance. For successful internet marketing for colleges – they should have:

- A website with easy navigation systems.
- The content should be good and attractive.
- Clear User Interface.
- Content Management System.
- Effective Web based Customer Support System.
- Live chat application.

- A Secure transaction support system.
- Affiliate and reseller marketing system.
- A Landing Page ([www.linkroll.com](http://www.linkroll.com))

In addition to these

- An internet site needs to fit into organizations overall marketing objectives and marketing plan. It is important to have a consistent message across all the marketing tools that are used.
- Sometimes the internet can be more cost effective than other marketing tools.
- An internet site requires constant attention. (English, 2006)

## **2.5. Marketing of UK education:**

Education UK Marketing exists to strengthen the UK's position within the international education community to ensure opportunities are realised. British council is the focal point for the international education strategy development and implementation.

British council portfolio covers two key areas: the Prime Ministers Initiative for International Education (PMI2); and a national membership organisation called the Education UK Partnership. We also provide a range of services, including generating and researching education market information and managing promotional exhibitions and training events.

### **2.5.1. The importance of marketing HE internationally:**

Exporting Higher Education has been gaining increasing interest among academics due to its major contribution to the host countries. As pointed out by Binsardi and Ekwulugo (2003), there are economic and non-economic profits of having international students studying in UK. The economic value of the UK international education is in its contribution to the UK gross national income. The major non-economic profits include the social and political tolerance, mutual

respects between the UK and non-UK and establishing foundations for upcoming educational and international business relationships.

International students are an important contribution to the international character of the institutions. They are also a precious source of profits. As pointed out by Kinnell(1994), international students are not simply a resource in financial terms, a market to be won; they add immeasurably to the academic and cultural life of a university. They also take home with them their knowledge and experience of UK institutions and customs and many links which can help to create clients for British goods and services. ([www.britishcouncil.org](http://www.britishcouncil.org))

## **2.6. International Marketing:**

International marketing is, the process by which individuals and companies:

- Identify needs and wants of customers in different international markets
- Provide products, services, technologies and ideas competitively to satisfy needs and wants of different customer groups in different markets
- Communicate information about the assets being transferred across political and cultural boundaries
- Deliver the products and services internationally using one or a combination of foreign entry modes.

As a working definition of international marketing the following is offered:

*International marketing means identify needs and wants of customer in different markets and cultures, providing products, services, technologies and ideas to give the firm a competitive advantage, communicating information about these products and services and distributing and exchanging them internationally through one or a combination of foreign market entry modes.*(Bradley, 2005)

International marketing occurs when a business reduces reliance on intermediaries and establishes direct involvement in the countries in which trade takes place. ([www.en.mimi.hu](http://www.en.mimi.hu))

*International Marketing is the performance of business activities that direct the flow of a company's goods and services to consumers or users in more than one nation for a profit. (Cateora & Ghauri, 1999)*

To describe international marketing in simple terms, across national boundaries it involves the firm in making one or more marketing mix decisions. Otherwise, it involves the firm in establishing manufacturing facilities overseas and coordinating marketing strategies across the globe at a complex level. (Doole & Lowe, 2001)

Another way of describing International marketing is, it is the application of marketing orientation and marketing capabilities to business at an international level.(Muhlbacher, Helmuth & Dahringer, 2006)

International markets works beyond the export marketing. Additionally, it gets more involved in the marketing environments in countries with which the business is being done. (Keegan, 2002)

#### **2.6.1 Critical success strategies for marketing international education:**

Mazzarol (1998) has discussed the success strategies for marketing international education. They are:

- Quality of reputation,
- Quality of staff,
- Possession of offshore programs and recruiting offices,
- Possession of international strategic alliances,
- Innovation,
- Ability to offer range of courses,
- Organizational culture,
- Financial resources,
- Advertising and promotion.

These are some of the critical success strategies given by Mazzarol for international marketing of education.

### **2.6.2. Managerial theory of international marketing:**

#### **Marketing in the business system**

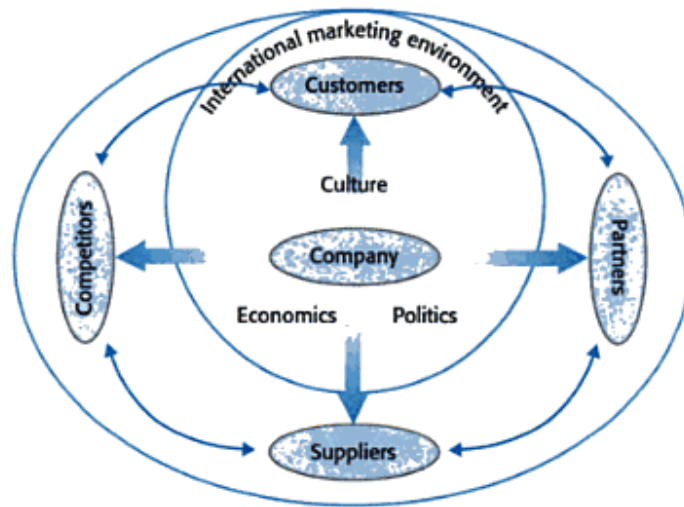
A long-term marketing orientation gets suppliers, customer, competitors and partners together. They are the ones who create value in the entire business system. It is this business system that creates value within a set of dynamic relationships among all of them including the company.

The international marketing system consists of five major participant groups:

- Customers;
- Competitors;
- Partners;
- Suppliers; and
- The company itself.

In the system the major focus of attention is the company. It is the ones that establishes relationships among all the other participants which can be located either in the domestic market or abroad. While establishing relationships in the system the company considers the environment of international marketing. The market reflects the influence of factors like culture, economics and politics on the system. To develop a suitable international marketing strategy it is required to consider coping of the specified relationships within the international marketing system. (Bradley, 2005)





**Figure 3- International marketing system**

(Bradley, 2005)

Punch (2005) has developed generic models and conclusions for international services marketing. They should be of interest to practising managers and to those who seek to implement international marketing strategies for educational institutions.

### **2.6.3. The Research Model:**

Research model is the model of sustainable competitive advantage for service enterprises in international markets. These markets are developed from a number of established theories which are related to competitive advantages, international marketing and services marketing research. (Gronroos, 1990)

The assumption of this model of sustainable competitive advantage is that business and marketing strategies within an enterprise are determined by external environment factors to which the enterprise responds. It is consistent with the theoretical framework offered by Porter (1985). It views the achievement of sustainable competitive advantage resulting from what the enterprise selects as critical sources of competitiveness from internal resources and skills.

The elements of the model can be briefly summarized as follows:

- Industry Structure: Describes the external forces influencing the industry within which the enterprise operates. Porter (1980) defines these as: (1) barriers to entry; (2) supplier power; (3) buyer power; (4) threat of substitutes; (5) industry competitiveness.
- Foreign market structure: Includes tariff and non-tariff barriers to entry as well as the degree of psychic distance and experience.(Porter, 1980)
- Generic enterprise strategy: All enterprises must adopt one of three generic strategies in order to achieve a competitive advantage. These three strategies are: (1) cost leadership; (2) differentiation; and (3) focus. (Porter, 1985).
- External marketing strategy: Describes the specific marketing strategies relating to the marketing mix which incorporates considerations of the following: (1) product/service development; (2) pricing; (3) distribution; (4) promotion; and development of physical evidence of the service. (Porter, 1985).
- Foreign market entry strategy: Describes the methods used to enter a foreign market. These are identified as: (1) direct export; (2) licensing; (3) franchising; (4) joint venture; (5) acquisition; and (6) management contracting (Punch, 2005).
- Internal marketing strategy: Describes the processes undertaken within the enterprise to foster an organisational culture that is both client service oriented. Also considers the enterprise approach to the recruitment and retention of experienced and talented staff, and their performance via various service delivery processes. (Erramilli, 1990)
- Outcomes: The outcomes of enterprise marketing strategies identified within the model are considered of critical importance to the established competitive advantage for services enterprises in international markets. These are: (1) quality of image; (2) market profile; (3) coalition formation; (4) degree of forward integration into the marketing channel; (5) level of staff expertise and organizational learning; (6) organizational culture as client oriented and innovative and (7) effective use of information technology. (Porter & Miller, 1985), (Erramilli, 1990)
- Barriers to imitation: To ensure that competitive advantage is sustained it is suggested that the enterprise erect barriers to the imitation of its strategies. A variety of possible barriers have been identified in the literature. (Erramilli, 1990)

- Market success: The model assumes that the concepts competitive advantage and sustainable competitive advantage cannot be measured directly. Instead the measurement of market success is achieved via the dual outcomes of (1) market share and (2) profitability. (Punch, 2005)

## **2.7. Conceptual Model:**

The conceptual model is derived from marketing and international marketing concepts. The basic understanding of the marketing definitions is the base to develop this model.

*Marketing is organisational and functional set of processes for creating, communicating and delivering value to customers and for managing customer relationships in the ways that benefit the organisation and its stakeholders.* (Ries & Trout, 2005)

Marketing includes both strategy and tactics. If the strategy is wrong- wrong target market and wrong positioning, then it really does not make much difference how great the advertising or selling or distribution or pricing is the product or service will fail eventually. (Sexton & Trump, 2006)

The university mainly concentrates on overseas marketing as overseas students pay high fees which generate huge profits to the universities.

With regards to universities, Marketing is organisational and functional set of processes for creating, communicating and delivering value to students and for managing student relationships to increase the number of international students.

**Universities should follow a marketing strategy to attract high number of international students. The step followed in the marketing strategy is the path and the international students are the goal. In this process the university can achieve or fail in their goal. It has been attempted to show this process in the form of conceptual model - ‘Path N Goal’ model.**

The key features of this model are

**Marketing Planning:** Marketing planning involves anticipating future events, conditions, and accordingly determining the courses of actions necessary to achieve marketing objective. The process of producing a marketing plan is marketing planning. The marketing plan implements marketing strategy. The marketing strategy provides the goals for marketing plans. The marketing plan is the specific roadmap that's going to help in succeeding goals. If the market planning is not effective it may be a disaster.

**Promotional Activities:** Promotion includes all the tools that institutions can use to provide the market with data on its offerings: advertising, publicity, public relations and promotional efforts. When one thinks of the wide range of people with which an institution needs to interact, the use of just the prospectus or the institution's website is not likely to be successful. Different ways have to be explored for campaigning and publicity. Indeed some type of campaigning is so vital so that a number of promotional tools will be presented to the prospective students for considering the University for Selection. Open days, international education exhibitions, direct mail and advertising are but a few of the tools the institutions can employ to inform and convince prospective students to select their university.

**Services:** A service is an act or performance offered by one party to another. It plays a crucial role in international student's decision making process. Universities offer their services to attract international students. The service can be guiding the students, making the recruitment process easy, providing good accommodation facilities, etc. If the students are satisfied with the services provided by the university, it attracts the students to choose the university. If the students are dissatisfied by the services provided by the university it may result in losing the students to consider the university as their choice.

**Recommendations:** A satisfied customer is a regular customer. When the students are satisfied with the university's facilities and services, they recommend their family members, friends or relatives to the university. This can become as a chain process and can increase the number of international students in the university without making use of any marketing plan or strategy. This indeed reduces the marketing cost to the universities and increases their profit.

While implementing the marketing strategy, university tends to choose a path which may result in success or failure. All the universities build their marketing strategy to be successful path but only few achieve it.

If the universities follow a path of effective marketing planning followed by appropriate promotional activities and high-quality services, the outcome of the path is achieving the goal which is attracting the international students. If the universities maintain their standards according to the students' requirements, they succeed in satisfying the students. This indeed results in further recommendations.

If the universities follow a path of ineffective marketing planning followed by inappropriate promotional activities and poor services, the outcome of the path will be failure in reaching the goal.

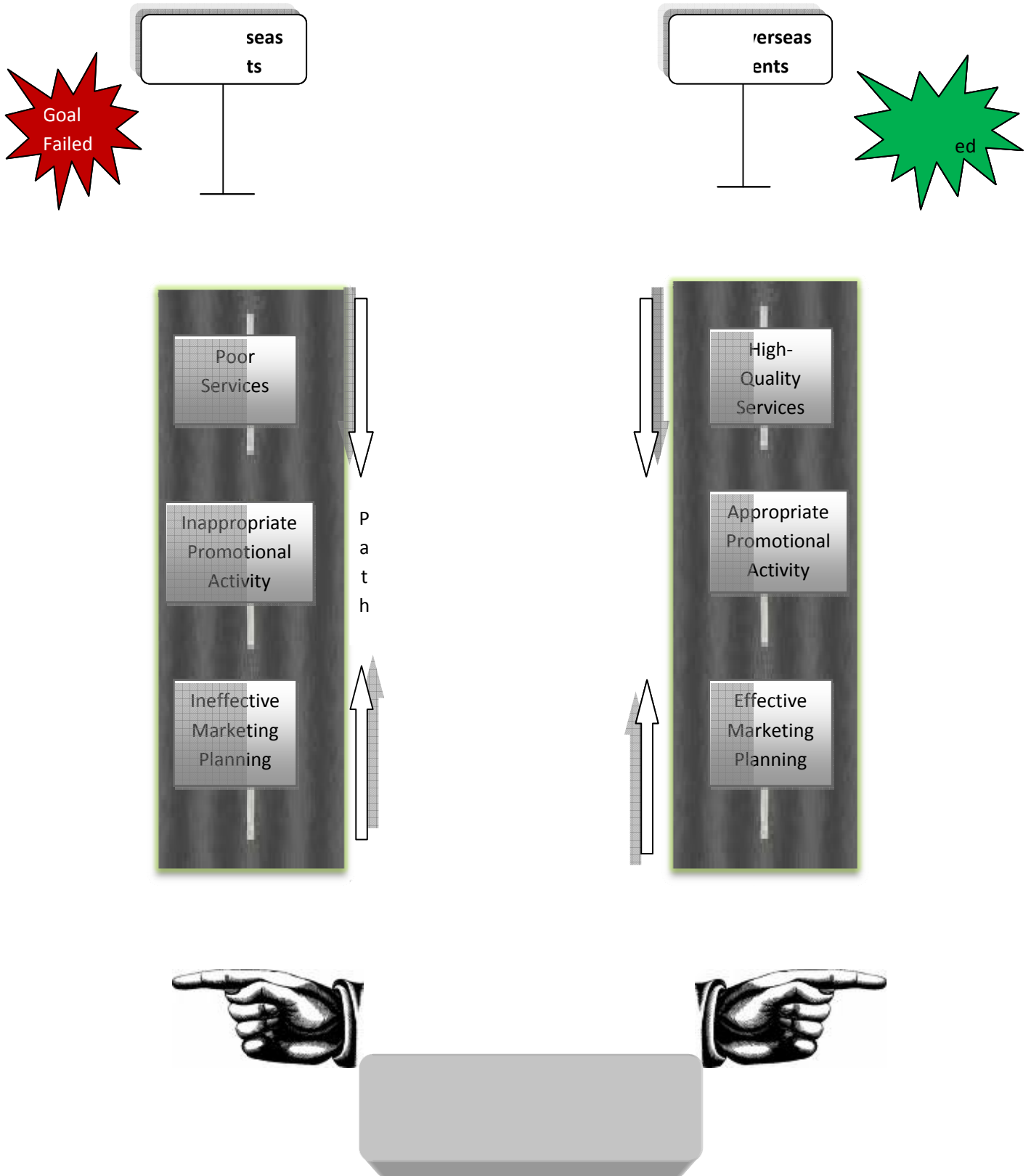


Figure 4 – Conceptual Model

**2.8. Summary:**

The whole research revolves around this chapter. Marketing concepts, international marketing concepts and models, theories relating to education sector are discussed. The data gathered concentrates on certain key factors that are required for promoting UK education overseas. The conceptual model was developed using the concepts, models and theories that were discussed in the literature. The model developed is useful in analysing the research question. The model developed best fits this study because this process would cover the theories, concepts and models that should be considered by an organization for marketing education overseas. In depth, research into the conceptual model would help to develop an appropriate marketing strategy.

## Chapter 3

### 3.1. Introduction:

In the broadest terms, research is done whenever information is gathered to answer a question that solves a problem. (Booth, Colomb & Williams, 2008). This chapter discusses about the methodology to solve the issue, choosing appropriate research paradigm, research design method, case study as a research tool and research strategy. The methodology chosen for the research and its justification is explained in this chapter.

### 3.2 Methodology:

‘Methodology’ is a strategy or plan for achieving some goal. In contrast to this, methods are the tactics that can be used to service the goals of the methodology. In essence, methodologies provide the blueprints that prescribe how the tools should be used. Those prescriptions can be traced to the axioms -- beliefs about how research should be conducted. ([www.encyclopedia.com](http://www.encyclopedia.com)). Methodologies are outlooks on research; they set out an image for what research is and how it should be carried out. Basically, axioms and methods are connected to each other. Methods are tools or techniques of gathering of data, techniques of analysis, and techniques of writing. Since it is a tool, then a scrupulous method can often be used by many different methodologies (both qualitative and quantitative). Therefore, methodologies are at a more abstract (or general) level than are methods. ([www.ivythesis.typepad.com](http://www.ivythesis.typepad.com)). According to Saunders (2003) all research will possibly involve categorical or numerical data or data that can be use for analysis to help the researcher answer the research questions.

#### 3.2.1. Research Paradigm:

According to Kuhn(1970) as stated by Choi (1993), *a paradigm is a dominant understanding of a particular class off phenomena at a particular time*. Research methods are founded in the philosophical perspective. (Newman, 1994) The different types of research methods that are categorised are Qualitative, Quantitative, Empirical and Conceptual. ([www.slideshare.net](http://www.slideshare.net))



**Qualitative Research:** According to Cresswell (1994) “A *qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting*”.

**Quantitative Research:** “It is a formal, objective, systematic process in which numerical data are utilised to obtain information about the world”. (Cormack (1991), as cited by Heath (2004)).

**Conceptual Research:** The research is related to some abstract idea or theory (or thinkers and philosophers). The research mainly relies on literature. ([www.slideshare.net](http://www.slideshare.net)).

**Empirical Research:** This research mainly relies on experience and observation alone which is data based research. It is capable of being verified by observation or experiment. In this type of researches the experimenter has control over variables. ([www.slideshare.net](http://www.slideshare.net))

Qualitative Research method has been chosen here. The aim of research is to find out how universities are marketing their organisation overseas. To fulfil the aim of the research, data collection and analysing it can be best done in the exploratory way.

### **3.2.2. Research Paradigm:**

Harris (2008) has discussed the alternative philosophical paradigm of positivistic, interpretative, and critical science research.

**Positivism:** The assumption is that the world is objective. Therefore, positivist researchers generally seek out facts in terms of relationships among variables. They focus on quantitative methods to test and verify hypotheses.

**Interpretivism:** This research is concerned with meaning; it seeks to understand organizational members’ meaning of a situation. An interpretive researcher assumes that knowledge and meaning are individual interpretations. Thus, there is no objective knowledge apart from individual interpretations by reasoning humans.

**Critical Science:** The third philosophical paradigm, critical science, is a combination of critical theory and postmodernism. Critical theory was developed by the Frankfurt School (Germany) and is based on the politics and philosophy from Marx, Kant, Hegel and Weber.

(Swanson & Holton III, 2005)

	Positivism	Interpretivism	Critical Science
Assumptions	Objective world that science can “mirror” with privileged knowledge.	Intersubjective world that science can represent with concepts of actors; social construction of reality.	Material world of structured contradictions and/or exploitation that can be objectively known only by removing tacit ideological biases.
Key Focus or Ideas	Search for contextual and organizational variables that cause organizational actions.	Searching for patterns of meaning.	Search for disguised contradictions hidden by ideology; open spaces for previously silenced voices.
Goal of Paradigm	Uncover truth and facts as quantitatively specified relations among variables.	Describes meanings, understand members’ definitions of the situation; examine how objective realities are produced.	Uncover hidden interests; expose contradictions; enable more informed consciousness; displace ideology with scientific insights; change.
Nature of Knowledge or Form of Theory	Verified hypotheses involving valid,	Abstract descriptions of meanings and	Structural or historical insights

	reliable, and precisely measured variables.	members- definitions of situations produced in natural contexts.	revealing contradictions.
Criteria for Assessing Research	Prediction- explanation Rigor; internal and external validity, reliability.	Trustworthiness Authenticity	Theoretical consistency Historical insights Transcendent interpretations Basis for action; change potential and mobilization.
Unit of Analysis	The variable.	Meaning; symbolic act	Contradictions; incidents of exploitation.
Research Methods and Type(s) of Analysis	Experiments; questionnaires; secondary data analysis; quantitatively coded documents Quantitative: regression; Likert scaling; structural equation modeling Qualitative: grounded theory testing	Ethnography; participant observations; interviews; conversational analysis; grounded theory development Case studies; conversational and textual analysis; expansion analysis	Field research; historical analysis; dialectical analysis; deconstruction; textual analysis.

**Table 3 - Alternative Paradigms for Research in Organizations**

(Swanson & Holton III, 2005)

Interpretive approach is based on the information requirements and behaviour of people. This research is mainly on the marketing overseas which deals with the behaviours of people and information. The researcher has chosen interpretive approach as it helps in collection of information and making decisions.

### **3.3. Case Study as a Research Tool:**

A case study is a useful method when the area of research is relatively less known, and the researcher is engaged in theory-building types of research. This is perhaps the most frequently used approach for thesis and dissertation research in business studies generally, and international business research is no different. (Piekkari & Welch, 2004)

#### **3.3.1. Advantages of Case Study:**

Case studies have a number of advantages that make them attractive to educational evaluators or researchers. Thus

- Case study, paradoxically, is ‘strong in reality’ but difficult to organize. In contrast research data is often ‘weak in reality’ but susceptible to ready organization. This strength in reality is because case studies are down-to-earth and attention-holding, in harmony with the reader’s own experience, and thus provide a ‘natural’ basis for generalization.
- Case studies allow generalization either about an instance or from an instance to a class. Their peculiar strength lies in their attention to the subtlety and complexity of the case in its own right.
- Case studies recognise the complexity and ‘embeddedness’ of social truths. By carefully attending to social situations, case studies can represent something of the discrepancies or conflicts between the viewpoints held by participants. The best case studies are capable of offering some support to alternative interpretations.
- Case studies, considered as products, may form an archive of descriptive material sufficiently rich to admit subsequent reinterpretation. Given the variety and complexity of

educational purposes and environments, there is an obvious value in having a data source for researchers and users whose purpose may be different from our own.

- Case studies are ‘a step to action’. They begin in a world of action and contribute to it. Their insights may be directly interpreted and put to use; or staff or individual self-development, for within-institutional feedback; for formative evaluation; and in educational policy making. (Yin, 2008)

### **3.3.2. Strength and Weaknesses of Case Study:**

According to Nisbet and Watt (1984) the strengths and weaknesses of case study are

#### **Strengths**

- The results are more easily understood by a wide audience (including non-academics) as they are frequently written in everyday, non- professional language.
- They are immediately intelligible; they speak for themselves.
- They catch unique feature that may otherwise be lost in larger scale data (e.g. surveys); these unique features might hold the key to understand the situation.
- They are strong on reality.
- They provide insights into other, similar situations and cases, thereby assisting interpretation of other similar cases.
- They can be undertaken by a single researcher without needing a full research team.
- They can embrace and build in unanticipated events and uncontrolled variables.

#### **Weaknesses**

- The results may not be generalisable except where other readers/researchers see their application.
- They are not easily open to cross-checking, hence they may be selective, biased, personal and subjective.
- They are prone to problems of observer bias, despite attempts made to address reflexivity.

(Morrison, Manion & Cohen, 2005)

### **3.3.3. Case study of University of Chester:**

The University of Chester has been making history since 1839, when it was founded by such pioneers as the great 19th-century prime ministers, William Gladstone and the Earl of Derby and a former Archbishop of Canterbury. It is one of the oldest English higher education establishments of any kind, pre-dating all but Oxford, Cambridge, London and Durham, and its original buildings in the ancient city of Chester were the first in the country to be purpose-built for the professional training of teachers. In 1910, Chester began its association with the University of Liverpool and formally became an affiliated college of the university in 1930. Thus, Liverpool awarded Chester's qualifications and Chester's students were able to use Liverpool's facilities. The College expanded in 2002 by buying the higher education faculty (and campus) of the nearby Warrington Collegiate Institute. The further and adult education campuses of Warrington remained independent and are now known as Warrington Collegiate.

In 2003, Chester was granted its own degree-awarding powers, allowing it to be known as University College Chester once again. In spring 2005, it was announced that University College Chester will become a University on August 1, 2005 and will seek to use the title University of Chester. University of Chester is a medium-sized institution with two campuses. One is based in Chester and the other in Warrington. The vision of the university is:

- ensuring a rewarding student learning experience
- teaching excellence and our growing staff research profile
- developing the expertise of its staff
- impacting positively on the lives of our students, staff, wider community and beyond

The University of Chester now has some 14,000 students, drawn from the United Kingdom and overseas, particularly the United States, India, China, Japan, Russia, Greece, Finland, Nigeria, Hong Kong and Singapore.

The University is organised into eight faculties of study. Five of these are also subdivided into academic departments. The Faculties and departments are:

- Faculty of Applied and Health Sciences

- Faculty of Business, Management and Law (Chester Business School and the University of Chester School of Law)
- Faculty of Arts and Media
- Faculty of Education and Children's Services
- Faculty of Health and Social Care
- Faculty of Humanities
- Faculty of Social Sciences
- Faculty of Life Long Learning

The University of Chester generally enjoys a good reputation, The University's Geography and Development Studies degrees achieved 100% in the National Student Survey and the University has been described as 'building up a solid reputation in a number of subjects beyond education' by The Times. It is ranked as 7th best university in North West England.

(University of Chester)

### **3.3.4. Case study of University of Huddersfield:**

The University of Huddersfield was established in 1825 as the Huddersfield Scientific and Mechanic Institute. A Young Men's Mental Improvement Society was then established in May 1841 at the encouragement of Frederic Schwann, a German merchant who conducted an export business in the town. By 1884, after merging with the Female Educational Institute, it had become the Technical School and Mechanics' Institution and had moved into further new premises, now the Ramsden Building on the Queensgate campus. In 1896 it was renamed the Huddersfield Technical College. By the institution's 150th anniversary year in 1991 student numbers had topped 10,000. Currently, student numbers have reached over 22,000. Students from over 85 countries are represented on campus and the University has a £100 million turnover, contributing £150m to the local economy.

The University of Huddersfield has world-class facilities and equipment which external companies and organizations are able to access. The university facilities and equipment very often represent state-of-the-art technology, which may have been designed and built in collaboration with its supplier to address leading edge research problems. Hence, university typically have the potential to operate beyond the limits of "off the shelf" systems. The University itself has excellent facilities and support for students, top class teaching and many outstanding research teams. Huddersfield was ranked seventh within a list of British towns with “successful schools, fancy restaurants and shops, impressive cultural attractions and, surprisingly, affordable houses. Huddersfield has strong sporting associations, as well as plenty of opportunities to play or spectate.

The University of Huddersfield has campuses in Barnsley and Oldham offering a wide range of full-time and part-time courses. The University has seven Academic Schools: they are, Applied Sciences, Art, Design & Architecture, Business, Computing and Engineering, Education and Professional Development, Human and Health Sciences, and Music, Humanities and Media.

The University combines an innovative and inspiring environment with excellent facilities and resources. The quality of work is internationally recognized; and has an excellent track record in applied Research & Development with external organizations. The University is committed to building strong, mutually beneficial relationships with industry and organizations.

(University of Huddersfield)

### **3.3.3. Case study of Staffordshire University:**

The Staffordshire University is established in 1992, it has evolved into one of the country's most dynamic, progressive and forward-thinking learning institutions. The university has a long and proud history of providing high quality, progressive and inclusive higher education for people from across Staffordshire, the region, the UK and the rest of the world. 16,000 students make up the University's vibrant cultural mix from the UK and around the world.



The university has two main campuses in Stoke-on-Trent and Stafford. The University provides an extensive range of courses at foundation, certificate, diploma, degree and postgraduate level in the areas of: arts, media and design; business and law; computing, engineering and technology; and health and sciences. It has a proven track record for achieving excellence in teaching quality, developing innovative courses and for providing opportunities to study in challenging and exciting ways.

The University continues to meet the needs of its students, partners, communities and employees now and in the future by embracing diversity, enabling and encouraging local regeneration and constantly seeking to provide easier access to learning for people from all walks of life.

(Staffordshire University)

### **3.4. Choice of Research Methods:**

When designing a project we have to make some general decisions about the research methods we are going to use. These are the most commonly used methods:

- Interviews
- Questionnaires
- Panels, including focus groups
- Observation, including participant observation
- Documents
- Databases. (Fisher, 2007 )

#### **3.4.1. Questionnaires:**

The difference between pre-coded and open questionnaires is simple. The pre-coded ones have lots of tick boxes for respondents to fill in, whereas open questionnaires have a few open questions and lot of white space for people to make their responses in their own words. (Fisher, 2007)

### **3.4.2. Effective questionnaire:**

Developing the questionnaire is definitely the most vital part of conducting a research. The quality of the questions will decide the value of the results and the effectiveness of the research.

#### **Steps to Developing an Effective Questionnaire**

- Organize the questions in logical groups.
- Use plain, easy to understand language.
- Keep it short. ([www.streetdirectory.com](http://www.streetdirectory.com))
- Keep it clear and unambiguous
- Clearly defined purpose of the questionnaire
- logically developed (Bowden, 2004)

### **3.4.3. Disadvantages of Questionnaires:**

- It is difficult to go into depth in a questionnaire.
- We can never be sure the correct person answers. (Moore, 2001)
- A response cannot be supplemented with other information.
- The response to a question may be influenced by the response to other question.
- Opportunity to clarify issues is lacking. (Kumar, 2005)

### **3.4.4. Questionnaires developed for data collection:**

As the research is mainly based on the questionnaire the designing of questionnaire is very important. The researcher has prepared the questionnaire following all the steps required to make an effective questionnaire. For the results of questionnaire to be fruitful the researcher has framed the questions with deep concern to meet the research objectives. The researcher has tried to avoid mistakes in questionnaire to collect the information required for research. The questionnaire developed was based on the marketing concepts, marketing models, international marketing, internationalisation process and activities.

### **3.5. Research strategy:**

Firstly, several propositions were deducted from the established theory through a review of the literature. A case study research strategy was then decided. Therefore, secondary data and primary data are collected with different methods in order to test the propositions and answer the research question.

The research is based on the case study of Universities. To put it specifically, the research is based on how the universities are marketing their organization overseas. Case study is ‘a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence’ (Saunders et al 2003). Case study enables the researchers to gain a rich understanding of the context of the research and the process being enacted.

There are already plenty of publications on the study of internationalization, marketing, international marketing and marketing mix management in the literature. However, there exist different views as to what factors concerning the 7Ps of marketing that the university value most at different stages of their marketing process. The research into marketing of universities is proposed in order to find out what factors the universities value most and to assess to what extent the marketing mix can be tailored to strengthen the influential factors, and to formulate some implications for universities, that may have some relevance for British Higher Education Institutions in general.

### **3.6. Data and Data Collection Methods:**

#### **3.6.1 Primary and secondary data**

This research used a combination of secondary and primary data to make advantage of the two sources and to minimize the negative aspects of them at the same time. The secondary data that has been used in this work includes the books, articles, journals, electronic sources like Emerald, EBSCO etc, magazines, HESA and government and semi government publications like British council reports. But the appropriateness and the amount of secondary data is still quite limited, it is used to support the primary data in interpretation of the results of primary data. Therefore

primary data is the major source of data based on which the later on analysis and discussion is carried out. The primary data collected was from the interviews and the questionnaires.

### **3.6.2. Data Collection Methods:**

The primary data was obtained from five informants; they were the International Officers, Marketing Officers, Programme Leaders and Marketing Support Members. Semi structured interviews were conducted based on the questionnaire developed and sending the same questionnaires to other universities to answer through emails.

The primary data was mainly collected by doing a carefully designed questionnaire. The questionnaire developed involved several stages. Initially it involved the identification from the literature of the key elements of theory that were relevant to the research question. Comment and advice from the supervisor were sought on the representativeness and suitability of the questions and on the structure of the questionnaire to maintain content validity (Mitchell 1996) at this stage. The last stage involved sending out the questionnaire to the universities.

### **3.7. Semi Structured Interviews:**

Semi-structured interviews include questions that provide a fixed set of responses choices in addition one or more unrestricted response categories so that the respondents may answer using their own words. (Pershing, 2006). Semi-structured interviews are widely used in educational research generally and several advantages claimed for them are

- It allows the researcher to explore tacit and unobservable aspects of participant's lives.
- By relying predominantly open-ended questions, it has the potential to generate data which are more elaborate and qualitatively richer than those generated by closed questions. (Borg, 2006)

### **3.7.1 Limitations of Semi Structured Interviews:**

- Misinterpretation of views by the researcher and/or the participant is possible.
- Interviews, transcription and analysis of interview data are all time consuming activities.
- Recording of interviews can be problematic if the interviewee does not want to be taped or is conscious of being recorded.
- The value of the data is dependent on the honesty of the interviewee. (Phillimore & Goodson, 2004)

### **3.8. Administration of Procedures:**

- Primary source of data are the semi structured interviews with informants and replies from respondents.
- Three semi structured interviews were conducted with informants; they are the International Development Officer at University of Chester, Programme Leader and Senior Lecturer of University of Chester.
- The interview with the Development Officer of Chester University was conducted in the month of September, 09.
- The interview with the other informants was held in the month of October, 09.
- The questionnaire was sent through email to the Marketing Officer, University of Huddersfield in the month of September, 09 and got the reply to in the month of October, 09.
- The questionnaire was sent through email to the International Recruitment Officer, Staffordshire University in the month of September, 09 and got the reply to in the month of October, 09.
- Secondary source of data is the books, journals etc which are worked upon regularly and sources are referenced.

### **3.9. Limitations of the Methodology:**

- Lot of time was consumed by the informants to reply through emails which delayed the work.
- Arranging the interviews was difficult as informants were busy with their works.
- The major limitation was time. Due to time restriction the collected was not sufficient to come at a conclusion.
- Most of the reports from the British Council, HESA were unable to access as the matter of confidentiality.
- Most of the conclusions were based on the secondary source of data as the primary source of data as many confidentially reasons and could get all the details to arrive at a conclusion.

### **3.10. Summary:**

Qualitative and interpretive approach has been used to attain the objectives of the research. In this chapter various research designs and paradigms were discussed followed by the case study approach and questionnaire. Furthermore the techniques for the data collection methods are discussed. Limitations for the chosen methods are then explained.

## **Chapter 4**

### **4.1. Introduction:**

This chapter discusses the findings of the research question: what factors attract international students coming to UK, importance of UK higher education and global competitors to UK education system. The primary source of data collected from the three informants and two respondents has been explained in this chapter. Finally the analysis made on the findings has been written to understand the link between the research and the questionnaire.

### **4.2 Application of Methodology:**

Case study of three UK institutions has been used as a research tool. Case study is most suitable when the area of research is less well known. This research tool has helped to gain knowledge about the marketing strategies and planning of UK universities in order to face the challenges to compete in the international market and understand their success strategies. Three institutions chosen were co-operative out of which two have vast experience in the higher education field and one is recent to higher education. Data for the research has been collected from the personnel interviews of three informants and two respondents' of the questionnaire.

The semi-structured interviews conducted with three informants and two respondents of questionnaire have varied experience in marketing of education and education sectors. Three case studies of the education institutions were used as the primary source of data and the books, journals, websites and reports from British Council and HESA were used as secondary source of data. The combination of both primary and secondary data was useful in analysis of data.

### **4.3 Findings:**

In recent years, the global demand for HE has experienced dramatic growth. A 2004 Department for Education and Skills long term strategy paper ("Putting the World into World-class Education"), forecast that total global demand for international tertiary student places would increase from 2.1 million in 2003 to 5.8 million by 2020. A buoyant international business environment provides the economic backdrop to the demand for international HE. This has been driving global demand, particularly for business related courses from south-east Asia. However,

competition in the international HE market place is intense. The US, Australian and many European governments invest in the university sector to expand their international education activities. Offshore and transnational HE, where courses are delivered in-country, is now a major global phenomenon. International HE marketing is sophisticated, involving market research, publicity and promotion, innovation contractual and partnership arrangements, and harmonisation of qualifications across national boundaries. (The Guardian)

Marketing HE internationally is of strategic and economic significance to the UK economy, as well as to the institutions and regions which receive commercial and cultural benefits. "Higher education lies at the heart of the UK's competitiveness strategy. UK spends some 1% of its GDP on higher education against 1.5% in the USA and Scandinavian countries. ([www.cihe-uk.com](http://www.cihe-uk.com)). The latest Prime Minister's Initiative (PMI2, 2006) states that international education provides the UK with a dynamic, high-skill and sustainable export industry that is worth more than £10 billion annually. The UK has an excellent reputation for academic learning. The UK is fortunate to be home to a multiplicity of universities, each with diverse strengths and missions. ([www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk)). The diversity of Britain's higher education sector is one of its greatest strengths, the incoming chief executive of Universities UK has said. The key challenge facing the sector will be the recession, she said, adding that "we must make explicit" universities' role in leading the UK's recovery. "This has to be very clearly articulated - we contribute £45 billion to the economy, and decisions on funding need to keep the long-term vision in mind". ([www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk))

Many of the 100 plus UK universities operate internationally, and maintain long-term links with overseas institutions. These links are maintained not only by recruiting international students, but also by developing international academic and research through collaborative partnerships, establishing off-shore campuses, and promoting the mobility of students and staff. (British Council)

Spending on higher education in the UK, as a proportion of gross domestic product, is below the average for Organisation for Economic Co-operation and Development countries and less than half that of the US. "The Times Higher Education league table reflects the growing strength of our major competitors - particularly the US institutions - who benefit from much higher levels of investment than UK universities. ([www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk))



#### **4.4. Questionnaire Analysis:**

The questionnaire prepared for the research is simple and easy to understand. It was prepared in order to answer the research objectives. The semi-structured interviews were conducted with the three informants from University of Chester and two respondents from University of Huddersfield and Staffordshire University. The informants and respondents helped in the research were the International Officers, Marketing Officer, Senior Lecturer University of Chester, and Programme Leader University of Chester.

People Interviewed:

International Office Development at University of Chester.

Programme Leader at University of Chester.

Senior Lecturer at University of Chester

Email replies:

Marketing Officer at University of Huddersfield.

International Recruitment Officer at Staffordshire University.

The findings from the informants and respondents are analysed in the form of questions asked.

**Question 1:** Define 'Marketing of Education' in your terms?

**Response from University of Chester:** Currently education is business. Marketing of education is a crucial job. It is not about only printing brochures and publishing them. A marketing strategy should be followed, like 7P's of marketing which they are following. British Council is responsible for marketing of UK education. It also helps the universities in their marketing activities.

**Response from Staffordshire University:** The University do not just market Education; they market the student experience which includes education, cultural diversity and employability. Marketing of Education implies selling educational products and does not give the breadth of what Education in the UK should be about.

**Response from University of Huddersfield:** According to Huddersfield University marketing of education enables potential students to make an informed decision when selecting the most suitable university/course

**Response from Programme Leader:** Marketing of education is same as Marketing. Universities are service providers. Marketing enables students to choose the university. UK follows a fixed format for student recruitment, which is central process across the country. For postgraduate students there is change in the process which depends upon the universities.

**Response from Senior Lecturer:** Marketing of education is all about selling a product or service. The product is considered to be the degree and the service is experience which the students gather during the course tenure.

**Analysis:** The intention behind asking this question was to get a general view about the term 'Marketing of Education'. Different opinions were obtained from the three informants and two respondents conclude that marketing of education involves the marketing mix and marketing strategies. Education is a service sector which involves marketing and recruitment. Marketing not only increases business but also helps the students in decision making.

**Question 2:** What is the role of your department?

**Response from University of Chester:** This department is responsible for marketing, recruiting and admissions of the international students. It also strives to develop international partnerships to strengthen cultural links and their university as well.

**Response from Staffordshire University:** To promote Staffordshire University. Encourage and support the opportunities available to individual customers whether they may be individual applicants, agents, partners or companies.

**Response from University of Huddersfield:** The role of the department is to plan/manage/implement a University-wide marketing activity.

**Response from Programme Leader:** In UK the recruitment at under graduate level is common, for post graduates it varies. The role of our department is to scrutinize the applications for post

graduate students. Attend fares, exhibitions overseas and recruit students overseas in fares. All the overseas programmes are arranged by Nelly Purcell, International Officer University of Chester.

**Response from Senior Lecturer:** They mainly market the post graduate courses. Attract the students for the courses. Their role is quite significant.

**Analysis:** This question gives the information carried out by the informants and respondents in their departments. Two respondents are focusing on the promotional activities and strategies of the universities. The informants are focusing on the promotional activities clubbed with the admissions of international students as well.

**Question 3:** How are you marketing your organisation overseas?

**Response from University of Chester:** Competition between UK education and global education has increased. It is important for an individual university to place, position themselves, so that they differentiate from other institutions in same field. Various tools of marketing such as 7P's of marketing are used. Product to university refers to courses. The university has various choices of courses which meets the requirements of the students. Next is Price which is considered as tuition fees. According to the university the price and the charge for courses is competitive enough to compete in the market. Place is where the university is located. It also relates to the position of the university. The place they market meets the demands of the students, parents and educational providers overseas like agents. Promotion is the biggest thing. Various types of promotions like websites, publicities, building relationship with agents and partner services produce promotional material targeting the international students. Participating in the exhibitions, doing seminars overseas, advertisements in local papers and magazines overseas are some other ways of promoting university. People are important in the marketing process. There are people who are directly or indirectly related to the university like staff, students, etc. Process refers to the recruitment of students. Complications have been reduced to make the process easy for the international students. Physical evidence is related to the interaction with students, which is done properly. Considering all these factors the department is marketing their university.

**Response from Staffordshire University:** The university attends exhibitions overseas, undertake counselling with agents, place media adverts (newspapers, radio, SMS, television where appropriate), work with British Council. Also look at updating website.

**Response from University of Huddersfield:** The marketing strategy followed by the university is confidential.

**Response from Programme Leader:** All the marketing activities are planned by the International office. With less budget the university is able attract huge number of international students. British Council facilitates the university in the marketing activities. Overseas countries have their own policies. Malaysia stops funds going out of their country, India encourages international partnerships.

**Response from Senior Lecturer:** The University is mainly marketed through British Council. They participate in fares, faculty visits and direct interview with the students. Overseas agents play an important role in the marketing activities.

**Analysis:** The purpose behind asking this question was to gather the information related to the research topic, 'Marketing of Universities Overseas'. The data gathered from the informants and respondents is more or less similar. Both the institutions follow the promotional activities; in addition Chester University follows the marketing mix. The institutions are depended on the agencies and government bodies like British Council. Institutions marketing strategy is very common which shows negative sign of the institutions in analysing the marketing trends. The marketing tools used are common like websites, leaflets, brochures etc.

**Question 4:** What factors are accountable in the success of the university?

**Response from University of Chester:** Targeting right groups in the right markets, clear and well explained literature in websites and brochures, processing the applications quickly, caring staff working here to their aims like service to international students. Good conversation with the applicants, individual caring and attention given to the students, high quality teaching, individual academic support for international students which helps in getting at difficult times.

**Response from Staffordshire University:** The factors accountable in the success of institution are breadth of awards offered. Diversity on entry requirements, this gives international student's flexibility in their decision making. Competitive fees structure and placement opportunities for Engineering and Computing students.

**Response from University of Huddersfield:** The success factors of the university are confidential.

**Response from Programme Leader:** The main reason for the success of the organization is its being a part of the University of Liverpool in the past. The University of Liverpool was founded in 1881 it is also one of the six original "red brick" civic universities. The university has produced eight Nobel Prize winners and today has more than 230 first degree courses across 103 subjects, as well as an annual turnover of £340 million, including £123 million for research. In the Complete University Guide 2008, published in The Independent, the University of Liverpool was ranked 42nd out of 113, based on nine measures, while The Times Good University Guide 2008 ranked Liverpool 34th out of 113 universities. (University of Liverpool)

Currently the organization is independent body which is recognized as a university. Being an independent body the university retained their international students. The factors for success as an independent body are price, agents, international partnerships, service, and support to international students and international students from India.

**Response from Senior Lecturer:** By offering personalised attention and maintaining close relationships with students.

**Analysis:** The motive of asking this question was to relate the success of the organization and what are the main success factors motivating them to work for the organization. From the analysis of replies given by the informants and respondents it is understood that the services and facilities provided to international students, competitive fee structure play an important role in recruitment of students. Promoting factors in success of organization are placement opportunities, staff support, website, adverts and reputation of the organization.

**Question 5:** Do you consider fees and accommodation facilities provided by your institution are competitive?

**Response from University of Chester:** Yes the fees and the accommodation facilities provided by the institution are competitive enough. The fee structure provided is average enough when compared throughout the education sector. The university offers internships, international scholarships'/bursaries. They want keep the fee average and do not want to push the fees low because which proves low quality. While the fee structure is viewed factors like quality of service, reputation of university, old institution all should be considered. The accommodation facilities provided by the university are good and flexible. They provide wide range of accommodation facilities to students. The university does not offer family accommodation to families as demand for accommodation is high and all of them cannot be satisfied. International student accommodation strategies will run alongside and be closely coordinated with the International Strategy of the University.

**Response from Staffordshire University:** The University's fee structure and accommodation facilities are competitive. Due to confidentiality reasons of the university, the reasons were not revealed.

**Response from University of Huddersfield:** The University's fee structure and accommodation facilities are competitive. Due to confidentiality, reasons of the university were not revealed.

**Response from Programme Leader:** Accommodation facilities are poor for under graduates, service facilities need to be increased. University fee structure is very attractive, which is one of the success factors of the organization. University offers bursaries/scholarships to attract international students.

**Response from Senior Lecturer:** After the market survey we find the fees to be competitive. Accommodation facilities need to be improved a lot.

**Analysis:** The purpose of this question was to find whether universities were competitive enough to change the cost of accommodation and fee for the courses provided as per the market standards. This question gives the information about the universities marketing strategies on achieving competitive edge over other universities in reference to cost of accommodation and fees. From the answers of the respondents it is difficult to analyse and arrive at a conclusion. The answers given by the informants conclude that the bursary's/scholarships, services and reputation of the organization play a major role to be competitive.

**Question 6:** What is the percentage of international students currently in your institution? And from which part of the world do you expect more students?

**Response from University of Chester:** There are 300 international students in the university this year. The university mainly attracts the students from India and Nigeria.

**Response from Staffordshire University:** 10% of international students are from India. Specifically marketing is done for India, China, Pakistan and Malaysia.

**Response from University of Huddersfield:** There are 12000 students in the organization from more than 80 countries. Due to confidentiality reasons the university has not revealed the countries they specifically market for international students.

**Response from Programme Leader:** Across the whole university the strength of international students is typically low. There are 2% of under graduates and 5% of post graduate students. This year out of total strength 80% in MSC and 100% in MBA are international students.

**Response from Senior Lecturer:** Large number of students is accepted from India, South East Asia and China.

**Analysis:** The purpose of asking this question was to find the information related to the strength of international students in the organization. International students bring huge income to the organization and the country as well. This also relates to the financial aspect of the organization and its financial strength.

**Question 7:** Are you planning to increase the number of international students? If yes how?

**Response from University of Chester:** Yes, the university is gradually planning to increase the number of international students, but not at once. While increasing the number of students at the same time they even want to increase the services and facilities also. The number of international students can be increased by increasing marketing activities, and efforts in raising funds for marketing and overseas units. They are looking for opportunities to raise funds from Alumni Networks and from various Sponsorships as well.

**Response from Staffordshire University:** Yes, the university is planning to increase the international students by entering new markets and Partnerships with overseas educational institutes.

**Response from University of Huddersfield:** Due to confidentiality reason no reply was given.

**Response from Programme Leader:** Yes, the university as plans to increase the number of international students. The number can increase by providing good facilities, support and provision of free English language to the present international students, because a satisfied customer is a regular customer. The satisfied customer recommends others about the product which increases the demand.

**Response from Senior Lecturer:** Yes, the university is planning to increase the number international students by actively participating in the fares, taking support from the British Council in the marketing activities and supporting the overseas agents.

**Analysis:** This question was asked to know whether there is any role of promotional activities in attracting international students. According to the information given by the informants and respondents it is clear to say that promotional activities play a major role in attracting international students.

**Question 8:** Does your organisation follow any strategic process in recruitment of students?

**Response from University of Chester:** Yes, the university follows International Strategy. Along with the respective departments of the university the involvement of International Office in the decision making process of international recruitment.

**Response from Staffordshire University:** Strategic plans are followed by the organization, and these plans are broken down into long, medium, short term together with operational plans for each country.

**Response from University of Huddersfield:** Due to confidentiality reason no reply was given.



**Response from Programme Leader:** The recruitment of international students is the essential part and is handled by the International Office and respective departments for post graduate students. A standard procedure is followed for the under graduates.

**Response from Senior Lecturer:** Yes, the university is beginning to evaluate with a strategic process.

**Analysis:** The reason of asking this question was to know the information relating to the strategic processes of the organization. From the response of the informants and respondents it is clear that the universities follow strategic and operational activities. Different universities follow different recruitment procedures.

From the researcher's point of view the questionnaire developed gathers almost all the required data which is related to the Marketing of UK education overseas. The replies from the informants are easy to understand and analyse. The answers for the questionnaire give an understanding of the marketing from the organizations point of view. It has been observed that there exist some loop holes in their marketing strategies. However, from the replies it can be found that the universities are planning to improve their strategies as the education sector is growing rapidly and to compete in the international market to retain their position and to make UK education to get into top position by working collectively with the government bodies like British Council.

#### **4.5. Summary:**

In this chapter the findings are gathered from the primary and secondary source of data. The answers gathered from the informants and respondents are discussed and analysis is done based on the answers from the questionnaire. The findings and analysis give a clear picture of the whole research and which further leads to conclusions and recommendations.

## **Chapter 5**

### **5.1. Introduction:**

In this chapter the focus is on the views and analysis obtained from the informants written in chapter 4. All the theoretical knowledge attained from the literature review and methodology combined with the various findings draws the research to reach at a conclusion. The conclusions which are being discussed in this chapter are the results of the both primary and secondary data collections. Furthermore recommendations are also given so as to overcome the drawbacks and weaknesses in the marketing of education sector.

### **5.2. Evaluation of Adopted Methodology:**

The researcher for this research process has taken qualitative approach which was apt to some extent. The research was done on 'How University's Market Overseas' to know the facts of how university's marketing is done and find their marketing strategies. To find that out the research involves the interactions, knowledge sharing and knowing the opinions of people. As education comes under the services sector, whether the services are effective or not is known to people who are associated with it. For this purpose the research sample size taken was very small to come to a definite conclusion. Due to time limit and permission problems, the interviews were conducted with only few people, which could further have been extended with the involvement of more universities' International Officers and Marketing Heads. The approach taken was case study approach which was quite helpful in this research since case study approach is very effective when area of research is less known. (as quoted by Piekkari and Welch (2004)) and the advantages of case study given by Adelman et al., (1980) which are detailed in chapter-3 of methodology. Though qualitative approach was useful in understanding and interpreting the main aim and objective of the research, quantitative approach would have been more helpful in the analysis of data as it deals with numerical part. The combination of both qualitative and quantitative approach would have helped in finding the results of research more clearly and accurately and would have made the conclusions more robust.

### **5.3. Conclusion about the Research Objective:**

The following are the research objectives were proposed by the researcher for research:

- Analyse various marketing concepts and their application to education
- Examine the marketing factors of UK universities.
- Study the international marketing strategies adopted by UK institutions/organizations.

The findings for the research objectives are given below:

#### **5.3.1. The research objective was to analyse various marketing concepts and their application to education:**

From the findings of chapter-4 it can be concluded that the marketing of education sector is a complicated task, as the organizations cannot rely on single strategy. They need to update their plans and strategy's regularly to with stand and compete in the market. The universities are using marketing mix as a tool for developing their strategies, which was supported by Blythe (2005) - Applying marketing mix to education sector. The responses from the interviews said price is crucial which was supported by Davidson & Roger (Davidson & Roger, 2006). The universities show their physical evidence like image and ambience as an important factor, which is supported by Pettitt (Pettitt, 2006). From the interviews it is evident that selling themselves is important, which suits to Kalb (Kalb, 1990) who states 'Personal selling is typically categorised as one of the firm's promotional strategy'.

#### **5.3.2. Examine the marketing factors of UK universities:**

The next objective was to examine the factors on which UK universities market upon. This objective can be examined on the success factors of the universities as all the organizations market for achieving success and being benefited from the marketing process. From the replies of the interviews it is evident that the success factor of the university depends on the quality of education, support provided by the university to students, their facilities, reputation, etc. These

success objectives suit the critical success strategies for marketing international education defined by Mazzarol (Mazzarol, 1998).

### **5.3.3. Study the international marketing strategies adopted by UK institutions/organisations:**

The final objective is to analyse the international marketing strategy adopted by UK organizations. From the interviews it is evident that the organizations follow international marketing strategy along with marketing mix and additional tools. To compete and sustain in the foreign market, the universities follow foreign market entry strategy, External marketing strategy, and foreign market structure as they enter specific markets or target markets only. This is proposed by Punch (Punch, 2005) in his Research Model as competitive advantage for service enterprises in international markets.

### **5.4. Conclusion about the Research Question:**

The researcher has taken only one aspect for research from universities point of view that is 'Marketing of Universities Overseas', which would be of great help to the educational organizations in overcoming their weaknesses and heading towards successful planning and strategies.

Marketing is all about achieving the organization goals and benefiting the organization through customer satisfaction. Here the customer is student and the organization is university. The main objective of the universities in the UK is to pull maximum number of students from abroad who are willing for international education. Though the market for international education is increased UK is still unable to capitalize the maximum share, it is still lacking behind US the global giant and facing a tough competition with Australia and China. There are multiple reasons behind it. Some of them that are observed after the research are government policies, and inefficient marketing strategies of universities to attract students. Though the government support for higher education was good through PMI initiative and British Council, it lacked in certain things like visas for students and immigration rules. Due to which many international

students have shown less interest towards UK, which gave an opportunity to other countries like US to take upper hand. The government have realized this and introduced many policies to attract international students, like new point based system visa rules, post study visas for all the students giving an opportunity to earn the money back which they have spent on their education and at the same time which also gives exposure to international working culture. Now the government is playing a key role in promoting higher education overseas. Adding to this government as to do much more planning and strategies in marketing UK education overseas and they need to show the importance of UK education at the same time need to show the advantages by studying in UK.

With regards to educational organizations, the government has been favourable to them in providing them with all the facilities which are required through government bodies like British Council. Instead of it the educational organizations are lacking in their marketing strategies and planning. They need to concentrate on the brand image, culture, history, value of their education, standards, etc while marketing overseas. They should reduce the complicated procedures in the enrolment of the students; make the international students feel more comfortable. International bursaries and scholarships' should be increased to attract more students. As marketing is all about satisfying the customer at the same the organization being benefited from it.

By proper planning by the government and the educational organizations and by implementing efficient marketing strategies the UK education system can regain its position and can be number one in the future.

### **5.5. Limitations of the Research:**

There are certain limitations to this research which can be analysed further to give better results in the future

- As the research topic is wide the analysis and findings should be taken from multiple organizations and people but the research is limited to case study of few institutions only.

- The questionnaire approach has been chosen for research which has made limitations for the answers for the questions asked.
- Due to very small sample size chosen the facts concluded and realistic to some extent only.
- The organizations have maintained their marketing plans confidential, which restricted the research to have a broader view on their marketing strategies.

### **5.6. Opportunities for further Research:**

The demand for education is increasing globally, internationalization is making a big impact, and educational organizations would be developing and implementing new strategies and planning. As the research is confined to only few universities, there is scope for further research into more number of universities and their marketing strategies can be analysed. In addition to this the research can be broadened by looking at the marketing entry channels for the universities and on which type of markets the universities are targeting for the students.

## **6.1. Recommendations:**

A report says the UK universities success story in the internationalisation of higher education but be cautions that they also need to look at more collaborative approaches to international partnerships in order to ensure this success is maintained. ([www.europeunit.ac.uk](http://www.europeunit.ac.uk))

UK Universities and Europe: Competition and Internationalisation takes as a starting point the leading position of UK universities, and highlights the opportunities they have to learn from their continental neighbours some complementary approaches to internationalisation. ([www.europeunit.ac.uk](http://www.europeunit.ac.uk))

The report's recommendations include:

- UK universities should implement all Bologna Process reforms and brand themselves internationally as 'Bologna-compatible' and at the forefront of the development of the European Higher Education Area.
- UK universities should adopt and implement collaborative partnership models for internationalisation.
- Universities should establish small consortia to develop and implement internationalisation strategies.
- UK universities should seek to broaden and deepen their relationships with, and work more systematically with, the UK Foreign Office and Department for International Development.
- UK universities should do more to provide and encourage second-language training as part of undergraduate degree programmes. ([www.europeunit.ac.uk](http://www.europeunit.ac.uk))

The UK universities should develop a model for marketing education overseas. While developing this model all the 7P's of marketing should be considered and weight age should be given accordingly. The model should also consider the international marketing strategy as well. The model developed should define aims and targets, as well as develop the strategies in achieving them. The model would be 'International Model of Marketing Strategies'.

## 6.2. International Model of Marketing Strategies:

The model developed should be feasible and robust. It should follow all the important marketing methods. A complete survey about the UK education system should be done. After the proper survey aims and targets should be set accordingly.

Key points of the model are:

- **Product:** Product is what is being sold. In the case of a university, what is being sold? Some argue that students enrolling for courses are the raw materials of education and that the graduates are the products. For the students to enrol for the courses, the course content should be updated regularly and the content should meet the requirements of the market and should satisfy the students. Product is one of the important marketing tools which should be concentrated by organizations in their marketing.
- **Price:** The price element of the marketing mix is what is being charged for the course that is required to register at the university. The fee of the course should be affordable. Most institutions charging tuition fees for courses which can have an impact on student's decision to register for courses. Price is one of the main factors which attracts the students. Therefore, the pricing element is a crucial part in marketing of the universities.
- **Place:** Place is where the educational institution is giving coaching to the students. While the students before enrolling for the course at the university he looks at the place of the university like geographical location, infrastructure and surroundings of the university. While the university is the marketing 'place' it needs to look at all the features discussed. This is one of the factors student attracts towards the university in his decision making step.
- **Promotion:** Promotion includes all the tools that institutions can use to provide the market with data on its offerings: advertising, publicity, public relations and promotional efforts. The use of only prospectus or the institution's website is not likely to be successful. Besides this as a part of promotional providing additional facilities to students should be done. For the promotion to be effective good market research should be done. Promotion plays a crucial role in the entire marketing process.



- **People:** The people element of the 7 Ps of marketing mix includes all the staff of the institution, students and all the people who are related to the institution directly or indirectly.
- **Physical evidence:** Physical evidence is the material part of a service offering and is the tangible component. In the case of university it includes the services provided by the university to the students.
- **Process:** Process is another element of the extended marketing mix, or 7P's. From the handling of enquiries to enrolment, from course assessment to exams, from result distribution to graduation. During the tenure that the student is enrolled, processes need to be set in action to make sure that the student enrolls for the correct course, has marks/grades correctly calculated and entered against the student's details and is awarded the correct degree.
- **Target country:** The universities should target only specific countries for international students. It should select the countries based on the demand for education in that country, affordability, etc
- **Foreign market entry strategy:** The universities should follow a strategy to enter into the foreign markets. They could be like franchising, joint ventures and use of private recruitment agents to enter the markets.

All the processes which are developed in the model should be implemented properly to get effective outputs. So, there should be people assigned to this.

Thus by developing effective marketing strategy and proper planning the UK institutions can gain maximum number of international students. By this UK education can come to top position.

### 6.3. Summary:

This chapter has focused on the conclusions arrived from the primary and the secondary data and their relations with them. Limitations of the research and scope for further research have been briefed out. Furthermore recommendations have been discussed which would help education sector to overcome the drawbacks in marketing of education overseas.

## **Bibliography:**

Al Ries, A & Trout, J. (2005) *Marketing Warfare*, New York: McGraw-Hill Professional.

Brown, S. W. (1991) *Service Quality Multidisciplinary and Multinational Perspectives*, New York: Lexington Books.

Bradley, F. (2005) *International Marketing Strategy*, 5<sup>th</sup> edition, England: Pearson Education Limited.

Booth, W. C., Colomb, G. G & Williams, J. M . (2008) *The Craft of Research*, 3<sup>rd</sup> edition, USA: The University of Chicago Press.

Binsardi A. & Ekwulugo F. (2003) *International marketing of British education: research on the students' perception and the UK market penetration*, Marketing Intelligence & Planning, Vol. 21, No. 5, pp. 318-327.

Borg, S. (2006) *Teaching Cognition and Language Education*, Great Britain: Biddles Limited.

Bowden, J. (2004) *Writing a Report*, United Kingdom: How To Books Ltd.

Blythe, J. (2005) *Essentials Of Marketing*, London: Prentice Hall

Cateora, P.R., and Ghauri, P.N. (1999) *International Marketing*, McGraw-Hill Publishing Company, European Edition.

Creswell, J. W. (1994) *Research Design- Qualitative & Quantitative Approaches*. New Delhi: Sage publications.

Choi, Y. B. (1993) *Paradigms and Conventions: Uncertainty, Decision Making and Entrepreneurship*, USA: Michigan Press.

Davidson, R & Rogers, T. (2007) *Marketing Destinations and Venues, The role of marketing and selling in the convention and business events sector*, England: Butterworth- Heinemann publications.

Davidson, R & Rogers, T. (2006) *Marketing Destinations and Venues, The role of marketing and selling in the convention and business events sector*, England: Butterworth- Heinemann publications.

- Doole, I. and Lowe, R. (2001) *International Marketing Strategy - Analysis, Development and Implementation*, 3<sup>rd</sup> edition, London: Thomson Learning Publisher.
- English, J. (2006) *How to Organise and operate small businesses in Australia*, 10<sup>th</sup> edition, Australia: Allen & Unwin.
- Fry, H., Ketteridge, S & Marshall, S (2009) *A Handbook for Teaching and Learning in Higher Education*, third edition, United Kingdom: Routledge.
- Fisher, C. (2007) *Researching and Writing a Dissertation*, 2<sup>nd</sup> edition, England: Pearson Education Limited.
- Holloway, J. C. (2004) *Marketing for Tourism*, United Kingdom: Pearson Education.
- Harris, M. (2008) *Handbook of Research*, New York: Taylor and Francis Group.
- Heath, H. (2004) *Foundations in Nursing Theory and Practise*, China: Griselda Campbell.
- Inglis, A., Ling., P & Joosten, V. (1999) *Delivering Digitally: Managing the Transition to the New Knowledge Media*, London: Routledge.
- Ivy, C. (2001) *Creating Experiences in the Experience Economy*, UK: Edward Elgar Publishing Limited.
- Kinnel, M. (1994) *Meeting the marketing challenge*, USA: Taylor Graham
- Kinnell M. (1989): “ International marketing in UK higher education: some issues in relation to marketing educational programme to overseas students”, *European Journal of Marketing*, Vol. 23, No. 5, pp. 7-21.
- Kotler, P., Bowen, J & Makens, J. (2003) *Marketing for hospitality and Tourism*, London: Prentice Hall.
- Kalb, I. S. (1990) *Selling High Tech Products*, Surrey: K&A Press.
- Kotler, P., Armstrong, G., Wong, V., Saunders, J. (2008) *Principles of Marketing*, 5<sup>th</sup> edition, England: Pearson Education Limited.
- Kumar, R. (2005) *Research Methodology*, 2<sup>nd</sup> edition, London: Sage Publications Ltd.
- Keegan, W.J., (2002) *Global Marketing Management*, 7<sup>th</sup> edition, UK: Prentice Hall

- Lin, E. (1999) *Handbook of Research in second language teaching and learning*, New Jersey: Lawrence Erlbaum Associates, Inc Publishers.
- Mazzarol, T. W. (2008) *Australian educational institutions' International markets. International journal of educational management* .
- Mazzarol, T. (1998) *Critical success factors for international education marketing. International Journal of educational management*, 90-99.
- Muhlbacher, H., Helmuth, L. and Dahringer, L. (2006) *International Marketing - A Global Perspective*, 3<sup>rd</sup> edition, UK: Thomson Learning Publisher.
- Mark Saunders, P. L. (2003) *Research methods for business students*, Essex: Prentice Hall Publications.
- Mark Saunders, P. L. (2003) *Research methods for business students*. Essex: Prentice Hall.
- Morrison, K., Manion, L & Cohen, L. (2005) *Research Method in Education*, 5<sup>th</sup> edition, London: Routledge Falmer.
- Moore, S. (2001) *Sociology Alive*, 3<sup>rd</sup> edition, London: Nelson Thomas Ltd.
- Newman, W.L. (1994) *Social Research Methods*, Boston: Allyn and Bacon.
- Pettitt, F. B. (2006) *Principles of Marketing, Fourth edition*. Essex: Pearson education limited.
- Pinson, L & Jinnett, J. (2006) *Steps to Small Business Start-Up*, 6<sup>th</sup> edition, Chicago: Kaplan Publishing.
- Punch, K. (2005) *Developing Effective Research Proposals*, 2<sup>nd</sup> edition, London: Sage Publications Ltd.
- Porter, M. E. (1980) *Competitive Strategy*, New York: Macmillan Publishing Company.
- Porter, M. E. (1985) *Competitive Advantage*, New York: Macmillan Publishing Company.
- Pershing, J. (2006) *Handbook of Human Performance Technology*, 3<sup>rd</sup> edition, California: Pfeiffer.

- Phillimore, J & Goodson, L. (2004) *Qualitative research in tourism: ontologies, epistemologies and methodologies*, London: Routledge
- Piekkari, R. M & Welch, C. (2004) *Handbook of Qualitative Research Methods for International Business*, USA: Edward Elgan Publishing Limited.
- Sexton, D & Trump, D. (2006) *Trump University Marketing*, New Jersey: John Wiley & Sons.
- Srinivasan, R. (2004) *Services Marketing: The India Context*, India: PHI Learning Pvt. Ltd.
- Swanson, R. A & Holton III, E. F. (2005) *Research in Organizations*, California: Berrett-Koehler Publishers.
- Taylor, D.D & Archer, J.S. (2005) *Up Against the Wal-Marts: How Your Business Can Prosper in the Shadow of the Retail Giants*, second edition, USA: AMACOM Div American Mgmt Assn.
- Weber, L & Bergan, S. (2006) *The public responsibility for higher education and research*, Europe: Council of Europe.
- Yadin, D & Jefkin, F. (2000) *Advertising*, 4<sup>th</sup> edition, Pearson Education Limited: England.
- Yin, R. (2008) *Case Study Research: Design and Methods*, UK: Sage Publications.
- Retrieved from World Wide Web-<http://www.articlesbase.com/internet-marketing-articles/effective-internet-marketing-for-colleges-1309575.html> (Accessed on 300809)
- Retrieved from World Wide Web-<http://www.britishcouncil.org/eumd.htm> (Accessed on 010809)
- Retrieved from World Wide Web-<http://www.britishcouncil.org/eumd-pmi2-history.htm> (Accessed on 010809)
- Retrieved from World Wide Web-<http://www.britishcouncil.org/eumd-pmi2-management.htm> (Accessed on 040809)
- Retrieved from World Wide Web-<http://www.britishcouncil.org/eumd-pmi2-overview.htm> (Accessed on 050809)
- Retrieved from World Wide Web-<http://www.chester.ac.uk> (Accessed on 060909)

Retrieved from World Wide Web-

<http://www.casro.org/media/Importance%20of%20Research.pdf> (Accessed on 250809)

Retrieved from World Wide Web-

<http://www.ciheuk.com/docs/SUBS/FinancialFutureOfHE0606.pdf> (Accessed on 220909)

Retrieved from World Wide Web-

<http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000823/index.shtml> (Accessed on 230809)

Retrieved from World Wide Web-

<http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000814/index.shtml> (Accessed on 250909)

Retrieved from World Wide Web-

[http://www.europeunit.ac.uk/sites/europe\\_unit2/news\\_and\\_information/index.cfm](http://www.europeunit.ac.uk/sites/europe_unit2/news_and_information/index.cfm) (Accessed on 051009)

Retrieved from World Wide Web-<http://www.encyclopedia.com/doc/1G2-3404000740.html> (Accessed on 170909)

Retrieved from World Wide Web-

<http://www.emeraldinsight.com/Insight/viewContentItem.do;jsessionid=50851993CF798FAAC7B2D60D256B6797?contentType=Article&hdAction=lnkhtml&contentId=1728013&history=true%3E> (Accessed on 200809)

Retrieved from World Wide Web-

[http://findarticles.com/p/articles/mi\\_m0LSH/is\\_3\\_8/ai\\_n13254488/](http://findarticles.com/p/articles/mi_m0LSH/is_3_8/ai_n13254488/) (Accessed on 150909)

Retrieved from World Wide Web-<http://www.guardian.co.uk/education/2009/jan/29/overseas-students-british-degrees> (Accessed on 220809)

Retrieved from World Wide Web-[http://goliath.ecnext.com/coms2/gi\\_0199-2081924/This-little-student-went-to.html](http://goliath.ecnext.com/coms2/gi_0199-2081924/This-little-student-went-to.html) (Accessed on 300909)

Retrieved from World Wide Web-<http://www.guardian.co.uk/education/2009/jan/29/overseas-students-british-degrees> (Accessed on 150909)

Retrieved from World Wide Web-

<http://www.guardian.co.uk/education/2006/apr/18/internationalstudents.politics> (Accessed on 180909)

Retrieved from World Wide Web-<http://www.guardian.co.uk/education/2009/jan/29/overseas-students-british-degrees> (Accessed on 180909)

Retrieved from World Wide Web-<http://www2.hud.ac.uk> (Accessed on 050909)

Retrieved from World Wide Web-<http://www.hesa.ac.uk/index.php/content/view/1398/161/> (Accessed on 150809)

Retrieved from World Wide Web-

[http://www.highereducationpromotion.eu/web/images/Seminar\\_presentations/instrumentsofpromotion.pdf](http://www.highereducationpromotion.eu/web/images/Seminar_presentations/instrumentsofpromotion.pdf) (Accessed on 110909)

Retrieved from World Wide Web-<http://www.highbeam.com/doc/1P2-10649135.html> (Accessed on 130909)

Retrieved from World Wide Web-<http://www.linkroll.com/Internet-Marketing-Internet-and-Businesses-Online--168715-Effective-Internet-Marketing-For-Colleges.html> (Accessed on 170809)

Retrieved from World Wide Web-<http://www.ipv.pt/millenium/wit11.htm> (Accessed on 300709)

Retrieved from World Wide Web-

[http://ivythesis.typepad.com/term\\_paper\\_topics/2008/01/methodologies-a.html](http://ivythesis.typepad.com/term_paper_topics/2008/01/methodologies-a.html) (Accessed on 280909)

Retrieved from World Wide Web-<http://www.marketing91.in/wp-content/uploads/2009/08/7p-marketingmix.jpg> (Accessed on 240809)

Retrieved from World Wide Web-

[http://www.marketingteacher.com/Lessons/lesson\\_physical\\_evidence.htm](http://www.marketingteacher.com/Lessons/lesson_physical_evidence.htm) (Accessed on 240809)

Retrieved from World Wide Web-<http://www.marketing-insights.co.uk/wnim0702.htm> (Accessed on 250809)

Retrieved from World Wide Web-[http://en.mimi.hu/marketingweb/international\\_marketing.html](http://en.mimi.hu/marketingweb/international_marketing.html)  
(Accessed on 140909)

Retrieved from World Wide Web-<http://www.pmms.ie/downloads/marketing-and-the7-ps-sept-oct-2006.pdf> (Accessed on 040909)

Retrieved from World Wide Web-  
[http://www.pieronline.org/\\_Upload/Files/InternationalStudentsinHigherEducation-ComparisonofMainEnglish.pdf](http://www.pieronline.org/_Upload/Files/InternationalStudentsinHigherEducation-ComparisonofMainEnglish.pdf) (Accessed on 100809)

Retrieved from World Wide Web-<http://www.studento.com/news/2007/Mar/overseas-students-in-uk-universities-shoots-up.html> (Accessed on 020809)

Retrieved from World Wide Web-<http://www.staffs.ac.uk> (Accessed on 060909)

Retrieved from World Wide Web-  
[http://www.streetdirectory.com/travel\\_guide/2244/computers\\_and\\_the\\_internet/tips\\_for\\_developing\\_an\\_effective\\_questionnaire.html](http://www.streetdirectory.com/travel_guide/2244/computers_and_the_internet/tips_for_developing_an_effective_questionnaire.html) (Accessed on 10909)

Retrieved from World Wide Web-<http://www.slideshare.net/mssridhar/introduction-to-research-methodology-presentation> (Accessed on 170909)

Retrieved from World Wide Web-[http://tutor2u.net/business/marketing/promotion\\_mix.asp](http://tutor2u.net/business/marketing/promotion_mix.asp)  
(Accessed on 060909)

Retrieved from World Wide Web-  
<http://www.timeshighereducation.co.uk/story.asp?storycode=406247> (Accessed on 110909)

Retrieved from World Wide Web-  
<http://www.timeshighereducation.co.uk/story.asp?storycode=406247> (Accessed on 110909)

Retrieved from World Wide Web-  
<http://www.timeshighereducation.co.uk/story.asp?storycode=406608> (Accessed on 130909)

Retrieved from World Wide Web-  
<http://www.timeshighereducation.co.uk/story.asp?storycode=406608> (Accessed on 140909)



Retrieved from World Wide Web-

<http://www.timeshighereducation.co.uk/story.asp?storycode=403853> (Accessed on 140909)

Retrieved from World Wide Web-

<http://www.timeshighereducation.co.uk/story.asp?storyCode=405742&sectioncode=26>

(Accessed on 170909)

Retrieved from World Wide Web-

<http://www.timeshighereducation.co.uk/story.asp?storyCode=407199&sectioncode=26>

(Accessed on 170909)

Retrieved from World Wide Web-[http://www.ukcosa.org.uk/about/statistics\\_he.php](http://www.ukcosa.org.uk/about/statistics_he.php) (Accessed on 030809)

Retrieved from World Wide Web-<http://www.universitiesuk.ac.uk/Newsroom/Media-Releases/Pages/MediaRelease-579.aspx> (Accessed on 040809)

## Appendix: Questionnaire

1. Define 'Marketing of Education' in your terms?

1Ans)

2. What is the role of your department?

2Ans)

3. How are you marketing your organisation overseas?

3Ans)

4. What factors are accountable in the success of your institution?

4Ans)

5. Do you consider fees and accommodation facilities provided by your institution are competitive?

5Ans)

6. What is the percentage of International students currently in your institution? And from which part of the world do you expect more students?

6Ans)

7. Are you planning to increase the number of international students? If yes how?
---

7Ans)
-------

8. Does your organisation follow any strategic process in recruitment of students?
--

8Ans)
-------